SYLLABUS

NOTE: ATTENDANCE AND PARTICIPATION IN THE FIRST CLASS SESSION IS REQUIRED FOR ENROLLMENT IN THIS SECTION. NOTE ALSO THERE IS AN ASSIGNMENT DUE AT THE FIRST SESSION.
BEHAVIOR IN ORGANIZATIONS
BSCI 651.43
FALL 2015
Irvine Graduate Campus
Wednesday/6-10PM

Nancy C. Wallis, PhD, MBA
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Office Phone: (949) 887-3043
Office Hours: Encouraged and by appointment

COURSE DESCRIPTION

Students learn to apply the behavioral sciences to management issues through integration of conceptual and experiential approaches to self-awareness, perception, communication, motivation, productivity, group behavior processes, leadership, organizational change, diversity, ethical issues and the management of personal and organizational stress. Development of oral and written communications skills is stressed in this course. In addition to regular class sessions, a required personal development workshop BSCI 650 assists students in attaining an accurate understanding of their patterns of communication and relating to others. Students must complete the personal development workshop in order to continue in the course.

COURSE OBJECTIVES

1. Understand how self-awareness and a commitment to ongoing personal growth impacts individual and organizational effectiveness.
2. Learn to communicate and resolve conflict in more effective ways.
3. Develop the competencies required to create and lead a high performing team.
4. Enhance one’s ethical reasoning capability.
5. Improve skills of goal setting and career development.
6. Understand the global influence on management action.
7. Understand how to assess micro and macro environment in which an organization's culture develops and grows.
TEXTS AND COURSE MATERIALS

REQUIRED TEXTS


Articles as assigned

Assessments and Booklets to be handed out by instructor:
- Myers-Briggs Type Indicator (MBTI)
- Fundamental Interpersonal Relations Orientation (FIRO-B)
- Global Leadership Profile (GLP) Self-Estimate

USEFUL FOR THE ORGANIZATIONAL CULTURE ANALYSIS PROJECT:


ADDITIONAL RECOMMENDED RESOURCES


**COURSE PHILOSOPHY**

*Respect your fellow human beings, treat them fairly, disagree with them honestly, enjoy their friendship, explore your thoughts about one another candidly, work together for a common goal and help one another achieve it.*

Bill Bradley

*On generating collaborative inquiry:*
“What qualities of personal thought, feeling, and movement facilitate inquiry-in-action in the midst of one’s daily life? Because action is that peculiarly human kind of behavior that relates an intention to an effect, action only truly becomes possible in the context of an experiential inquiry that embraces intentions, plans, practices and effects. Without such an inquiry one cannot determine, one can only imagine, that one is having the intended effects on the world.”

William R. Torbert

According to Peter Senge (1990: 3) learning organizations are:

…organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

Together the students and instructor in this course will create a learning organization. All members of this community are responsible for ensuring that learning takes place.

This course is designed to give you many opportunities to "try out" what you learn in individual and group settings and receive feedback about how your actions impact others.

Ideally you will attend all class sessions. If you must miss class, please prepare a 5-page paper discussing the topic that was assigned on the date of the absence and how it relates to your work environment. This make-up assignment is due on the day you return to class. Failure to turn in a paper results in a 15% reduction in your participation grade.

**Evaluation criteria include:**

1. The quality and quantity of your written and oral participation in class.

2. How well you UNDERSTAND, INTEGRATE and APPLY the material we are covering in your day-by-day life. This will be evidenced by class participation, written assignments and oral presentations.

3. Your demonstrated ability to understand and impact the PROCESS level of human interaction. Do you offer salient "process observations" on regular basis? Are you impacting your colleagues in class and in your learning team? What are you learning about group dynamics, the management of team projects, learning teams and the class dynamics?


5. The effectiveness of your contributions to team productivity.
ASSIGNMENTS

I hear and I forget. I see and I remember. I do and I understand.
Chinese proverb

Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
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<tbody>
<tr>
<td>This Is Me Paper</td>
<td>9/16</td>
<td>5</td>
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<td>Midterm Exam</td>
<td>9/30</td>
<td>10</td>
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<td>Reflective Journal</td>
<td>10/21</td>
<td>10</td>
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<tr>
<td>Leadership Legacy Plan</td>
<td>11/4</td>
<td>5</td>
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<tr>
<td>Individually Written Learning Team Evolution Paper</td>
<td>12/2</td>
<td>20</td>
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<tr>
<td>Class Participation</td>
<td>Ongoing</td>
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<td>Team Peer evaluation</td>
<td>Ongoing</td>
<td>5</td>
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<td>Global Briefing – Learning Teams</td>
<td>10/7</td>
<td>10</td>
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<tr>
<td>Organizational Culture Analysis – Learning Teams</td>
<td>11/18 &amp; 11/25</td>
<td>15</td>
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<td>(PPT deck due at presentation)</td>
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<td>(Selection Write-up due 9/30; Papers due 11/25)</td>
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<td>Final Exam</td>
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<td><strong>Total Possible</strong></td>
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PERSONAL DEVELOPMENT AND LEADERSHIP WORKSHOP

The Personal Development and Leadership Workshop is a vital part of the philosophy and processes of our school of business and management; alumni surveys confirm that the Personal Development and Leadership Workshop is a very influential experience.

It is REQUIRED that you attend and pass the workshop to continue in BSCI 651. You must attend all sessions and be on time. For your safety, you are expected to stay at the hotel overnight on Friday as we work late and begin early. It is to your advantage to participate in meals and break times with your classmates – therefore do not bring guests to the hotel with you as they will be disappointed in how little time you have to spend with them. Do not engage in activities (partying or staying up extremely late) that limit your ability to participate fully in the workshop.

Additional information and assignments are posted in Sakai under BSCI 650 (not 651).
This Is Me Paper (5 points - max. 5 pgs.)
At this point in your life, entering a program of graduate study, it is difficult to conceive of a more meaningful activity than a self-study that addresses such questions as: Which people and events have shaped me? What motivations drive me? What are my core values? What do I love, hate, fear, avoid, and want? What is my self-concept or self-image? These questions are intended to help you identify the beliefs and attitudes, or mindsets that you may currently have that shape your interpretations and actions.

Analyze the key cultural influences that have shaped you (family, neighborhood, city, region, friends, mores, schools, customs, religion, business practices, national influences, codes of conduct, occupational norms, etc.).

Balance description and analysis. Example: I grew up as an only child. The idea that conflict was a natural part of getting along with others was not part of my experience. Whenever my friends would begin to argue with their brothers and sisters I could go home. As a young professional I was very uncomfortable with conflict. My strategy – check out (go home) physically or mentally. The result, I reduced my emotional discomfort but lost opportunities to benefit from constructive conflict.

Leadership Legacy Plan (5 points – max. 7 pgs.)
We all leave a legacy. This assignment is designed to help you architect your personal and professional life so that you will have more of the impact that you desire.

If you can develop the imagination, your insights, and the discipline and focus to lead yourself – you will surely improve your ability to influence others.

Your paper is due near the end of the term so you can take full advantage of the material we cover, the insights you gain from the in-class activities and discussions, your team experience, your journaling, and thus the deepening awareness you develop of the legacy you intend to create. The format of your paper should follow one of the models we will discuss in class. More specifics will be provided in class.

Learning Journal (10 points – no page limit)
Keeping a journal provides you with a systematic way of integrating your class learning into your daily life through the process of reflection, application and integration. One way to begin is to write a one-page description of your current position, its challenges and your career development objectives. It is recommended to make at least two journal entries per week.

Key questions – (1) how can the discussions, exercises and readings in class help me make sense of my observations and experiences, AND (2) how can I use my newfound learning to get the results that I desire? What are next steps in my leadership development? Some additional questions to consider: What happened and why did it happen? How did I react – think, feel, act? What were the outcomes? What do the discussions/readings/theories from the course contribute to my understanding of my observations and experiences?
Learning Team Evolution Paper (20 points - max. 10 pgs.)

The purpose of this individually written assignment is to review the evolution of your learning team so that you can gain new insight about how to develop effective teams in the future. Please organize this paper into the five sections outlined below. Give equal emphasis to each part of your paper. Include the theoretical/conceptual basis for your description and analysis and reference them in your paper.

1. What happened within your learning team? You are expected to write about most of the following. Describe the evolution of the following characteristics from the early life of the team through the middle and into the final phases of your team experience.

   A. Group goals and objectives.
   B. Cohesiveness
   C. Norms
   D. Communication patterns & characteristics (including how feelings were handled)
   E. Division of labor and roles
   F. Leadership and influence
   G. Handling of disagreement and conflict
   H. Management of the group process
   I. Other issues which you may see as being important

2. Using examples from your experience, illustrate why you believe these characteristics emerged and changed as they did in terms of the interaction of:

   A. Background factors of the individuals
   B. The required activities of structures of the course
   C. Key events and/or other influences

3. What were the consequences for the team? Describe and explain the consequences of this emergent system for group productivity, satisfaction, and growth throughout the trimester.

4. What were the consequences for you? Describe and explain:

   A. Your individual behavior as a member of the team in terms of your values, beliefs, goals and competencies.
   B. The consequences for your learning and growth as a person and leader/manager. Spend some time with this part of the paper. What have you learned about yourself and others that you can put to work to meet your goals for your life and your work? What are you next steps in this kind of learning? (Be specific here. Relate what you write to your analysis of your behavior and experiences in the team.)

5. What are the implications of this team’s dynamics for teams in the workplace? How can you apply what you learned about yourself or teams in your current work situation? Are there some principles that can be generalized to teams regardless of setting – were any of the theories you studied reinforced? Since Pepperdine uses teams in many classes, what can you apply to your next team?
Class Participation (10 points)

See my comments on measuring achievement. The emphasis here is on your demonstrated ability to understand, integrate and apply course material. This will be assessed by your contribution to class discussions, your facilitation of selected assigned reading (sign-up sheet will be completed during first class session), and your performance on pop quizzes. At the about the mid-point of the trimester I will arrange 15-20 minute meetings by phone or in person with each of you to discuss your class progress. There should be no surprises at the end of the trimester. See the Performance Standards Rubric posted in our SAKAI course area and discussed at the first class session.

| Learning Team Assignments |

Global Briefing (10 points - 30 minute presentation, 2 page resource guide)

Your learning team will prepare an executive briefing on a country (no more than 6 slides) and facilitate a discussion about the influence of national culture on management practices.

Briefing includes:
- Historical turning points
- Cultural norms and expectations
- The influence of culture on management practice i.e., the extent to which culture impacts:
  - communication
  - conflict management
  - motivation/reward systems
  - leadership
  - ethics

In addition to the usual sources of information (e.g., the Internet, books, articles, a visit to the consulate) you may also wish to broaden your knowledge base in other ways. A visit to a cultural event, reading a novel, or viewing a movie about your selected country could expand your understanding of culture and history and offer additional insights in your presentation.

Process:
- Post a link to a short reading assignment with discussion questions one-week prior to the presentation in the Forum designated for Global Briefings.
- Prepare a dynamic briefing. **Do not read from a script.**
- Facilitate a class dialogue based on your briefing. (This is outside the 30’ presentation).
- Post an executive summary in the Forum by the date of your presentation
- Post a resource guide in the Forum by the date of your presentation
- Bring a hardcopy of your resource guide and your ppt slides to the instructor the night of your presentation and upload softcopies in one team member’s drop box
Team Organizational Culture Presentation & Paper (15 pts-30 min. presentation, 5 pg. paper)

This assignment asks you to integrate the major concepts that we have studied this trimester with a particular emphasis on organizational culture. Select an organization that one of your team members is currently employed in OR a not-for-profit organization where your team has served six hours of community service. Your organization selection write-up (including organization name, location, key products and services offered, senior leadership, selection rationale, and relationship of any team member to the organization) is due October 14, 2015.

The outcome of this field research is a presentation and paper that should be a thoughtful, in-depth view of the culture of the organization that you are studying. If the team wants to compare two sub-units of the organization that it suspects may represent different subcultures that is fine.

The overall format of the paper and grading of the paper and presentation is as follows:

**Introduction:** Why did you select this organization? Describe any relationship between person/s on your learning team and the organization. What allowances will / did you take to ensure adequate attention to the tension between securing useful data and ensuring the employee/team member’s work relationships are supported?

**Background:** Describe the historical development of the organization, key events, key players, an organizational chart, its apparent strategy how it is structured, etc. Post a summary of this information on the course site one week before your presentation. Everyone is expected to have read your summary before your presentation.

**Research methodology:** describe your research approach: What is your sample? What criteria did you use to select your interview and survey sample? How did you design your interview protocol? How did people react to the study? Any surprises for you in the process of carrying out the study?

**Research Findings, Conclusions, Speculations and Recommendations:** This is the most significant part of the presentation. Present your survey and interview results clearly and graphically. Deal with the questions stated above, but do not restrict yourself to those questions. Use your intuition to reach beyond the "hard findings". Include illustrations, anecdotes, direct quotations, and behavioral observations to support and enrich your conclusions about the current culture/s. Point out the implications of what you found for the future of the organization and for you personally (if you are a member of the organization). Make sure any misalignments between culture and strategy are adequately discussed and support any recommendations you make.

**Process:** What did you learn about the process of conducting behavioral research from this project? What would you do differently if you were to conduct this study again? What did you learn about teamwork? What would you do differently in how you worked as a team?

**Appendices:** Include and reference an organization chart, copies of your surveys, interview protocols, and data summaries.

**Team Peer Evaluation (5 points)**

Each team member will provide an evaluation of team members’ contributions in a written and oral process during our last class session. The points you earn on this assignment will also depend on the quality of the feedback you record and offer your teammates.
**Grading**
Your final grade will be based on 100 points.

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<th>Percent</th>
<th>Description</th>
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<tr>
<td>94-100</td>
<td>A</td>
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<td>Outstanding; far superior to what is presented by the typical MBA student or team. Sophisticated understanding of the assignment and concepts involved. Extensive use of resources outside of required texts and materials. No stone left unturned. Highly creative and unique. Deeply thoughtful. Excellent presentation.</td>
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<td>90-93</td>
<td>A-</td>
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<td>Superior; exceeds to a great extent what is presented by the typical MBA student or team. Thorough understanding and fulfillment of all the requirements of the assignment; strong and accurate application of theory throughout. Good use of outside resources. Demonstrates creativity. Superior presentation.</td>
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<td>84-89</td>
<td>B range</td>
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<td>Very good; the expected performance level of a typical MBA student or team. Good understanding and fulfillment of most of the requirements of the assignment; good application of theory in most of the work. Adequate use of outside resources. Good presentation.</td>
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<td>80-83</td>
<td>B- range</td>
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<td>Satisfactory with some flaws; slightly below what it expected of the typical MBA student or team. Shows some lack of understanding or fulfillment of some of the requirements of the assignment. Little or poor use of outside resources. Adequate presentation for the most part.</td>
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<td>70-79</td>
<td>C range</td>
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<td>Unsatisfactory: work is below what is expected of typical MBA student or team to fulfill its requirements. Poor or no use of outside resources. Substandard presentation.</td>
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<td>Below 70</td>
<td>Failure: work is completely unacceptable or missing.</td>
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**Regarding Papers**

All papers should follow APA guidelines including being double spaced, 12 pt. font, have one-inch margins and include page numbers. Use WORD format only (no PDFs, no RTFs). Use filenames that include the name of the assignment as well as your name, i.e. LeadershipLegacy_Lucy.doc. Papers are due uploaded in your Dropbox at the beginning of class. The penalty for a late paper is a 5% reduction in grade per day late. Refer to the Performance Standards Rubric distributed and discussed in the first class session. I will give you feedback on any assignment turned in one week before the due date.

Remember that failing to provide citations for the words or thoughts of another is considered plagiarism. Citations must be provided for direct quotes as well as paraphrases.

**Student Conduct and Policy on Disabilities**

GSBM students are expected to respect personal honor and the rights and property of others at all times. The University rules on conduct can be found in the GSBM Catalog. Please check the catalogue index under “Conduct” for the page numbers. Additionally, students with disabilities are encouraged to familiarize themselves with the University's policies in the GSBM Catalog (under “Disabled Student Assistance”) or contact the University's equal opportunity officer, Mr. Trevor Reynolds, at (310) 456-4208.
Learning Schedule
Schedule may be adapted or altered as exigencies arise.
Reading assignments are coded by author(s) last name; article titles are in bold
Additional articles may be included in our SAKAI course area

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings (due for this session)</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Introduction to Course</td>
<td>Caproni: Ch. 1 Managing Oneself</td>
<td>Bring a hardcopy of your resume; Have read the syllabus and prepare any questions you may have. NOTE: ATTENDANCE AND PARTICIPATION IN THE FIRST CLASS SESSION IS REQUIRED FOR ENROLLMENT IN THIS SECTION.</td>
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<td>- Review Syllabus</td>
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<td>- Communications</td>
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<td>- Objectives and how measured</td>
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<td>Action Inquiry as a guiding</td>
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<td>2</td>
<td>9/2</td>
<td>First-person Leadership Practice (e.g. leader know thyself)</td>
<td>Caproni: Ch. 2, 10 Why Should Anyone Be Led by You? )(&quot;Be yourselves – more – with skill.&quot;) Emotional Dynamism at <a href="http://gbr.pepperdine.edu/2010/08/emotional-dynamism-playing-the-music-of-leadership/">http://gbr.pepperdine.edu/2010/08/emotional-dynamism-playing-the-music-of-leadership/</a> On Becoming a Person (excerpts); Doing Good by Knowing Who You Are</td>
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<td>Week</td>
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<td>3</td>
<td>9/9</td>
<td>Second-person Leadership Practice - Ladder of Inference - Four parts of speech Building Trust</td>
<td>Caproni: Ch. 3 Torbert: Ch. 2 Teaching Smart People How to Learn; Managing Authenticity; Teaching Smart People How to Learn; The Real Reason People Won’t Change; Ladder of Inference and Balancing Inquiry &amp; Advocacy (Fifth Discipline Fieldbook)</td>
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<tr>
<td>9/11 – 9/13</td>
<td>Personal Development for Leaders Workshop</td>
<td>1) Preparing for the Personal and Leadership Development Workshop (Dr. Strom) 2) Torbert: Intro, Chs. 1 and 2 especially Figure 2.3</td>
<td>Bring 4 copies of difficult conversation case for peer feedback (see Appendix A below)</td>
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<tr>
<td>4</td>
<td>9/16</td>
<td>Communicating Effectively</td>
<td>Caproni: Ch. 4 Torbert: Ch. 3 &amp; Interlude The Abilene Paradox</td>
<td>This is Me Paper (due uploaded in your drop box)</td>
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<td>5</td>
<td>9/23</td>
<td>Power and Influence</td>
<td>Caproni: Ch. 5 Healing the Wounded Organization: The Role of Leadership in Creating the Path to Social Justice</td>
<td>Bring $20 to class</td>
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<td>6</td>
<td>9/30</td>
<td>Managing Relationships; Mid-term Exam (in class)</td>
<td>Caproni: Ch. 6 Managing Your Boss; David Rock’s SCARF Model</td>
<td>Organization selection for OC Project write-up (due in drop box)</td>
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<td>7</td>
<td>10/7</td>
<td>Global Briefings</td>
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<td>Global Briefings (all teams)</td>
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<td>Week</td>
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<td>Topic</td>
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<td>Assignments</td>
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<td>9</td>
<td>10/21</td>
<td>Creating High Performing Teams; Diverse and Virtual Teams</td>
<td>Caproni: Ch. 8, 9 How Management Teams Can Have a Good Fight; The 1996 Mount Everest Climbing Disaster</td>
<td>Bring completed FIRO-B (will score in class) Reflective Journal (due in drop box)</td>
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<td>10</td>
<td>10/28</td>
<td>Leadership and Individual Development Global Leadership Profile</td>
<td>Torbert: Chs. 4-7 7 Transformations of Leadership; Toward Interdependent Organizing and Researching;</td>
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<td>11</td>
<td>11/4</td>
<td>Interpersonal (2nd-person) Leadership Development</td>
<td>Why Should Anyone be Led by You? Leadership that gets Results</td>
<td>Leadership Legacy Plan (due uploaded in your drop box)</td>
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<td>Date</td>
<td>Event Description</td>
<td>Reading Material</td>
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<td>12</td>
<td>11/11</td>
<td>Third-person Leadership: Interweaving individual, team, and organizational</td>
<td>Torbert: Chs. 8-11</td>
<td>Evolution &amp; Revolution as Organizations Grow; Leadership Strategies; Leading Globally</td>
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<td>transformation</td>
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<td>13</td>
<td>11/18</td>
<td>Organizational Culture Presentations</td>
<td>OC Presentations (Teams 1 and 2)</td>
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<td>14</td>
<td>11/25</td>
<td>Organizational Culture Presentations</td>
<td>OC Presentations (Teams 3 and 4)</td>
<td>OC Paper due (all teams)</td>
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<td>15</td>
<td>12/2</td>
<td>Final Exam (in class)</td>
<td>Individually Written Learning Team Evolution Paper (due uploaded in your drop box)</td>
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APPENDIX A

Personal Development and Leadership Workshop Preparation

Be sure to have read Torbert (Introduction through Chapter 2) and to bring the book with you.

Following the examples in AI Ch. 2 select a recent difficult conversation at work (or in a voluntary organization or your family, etc.) that didn't go as well as you would have liked. Ideally, this conversation will be part of an ongoing challenging situation or relationship (so that you can put what you learn to work next time you meet that person or group). Format as follows:

1. Begin with one-paragraph summarizing the background of the conversation (e.g. who is speaking, about what, and why).
2. Create a two-column case that reconstructs the actual conversation, detailing both the words spoken (left-hand column) and your thoughts and feelings during the conversation (right hand column).

*Bring 4 copies to the workshop (for peer feedback)*
Listed below is a set of cultural frameworks taken from the work of Kluckhohn and Strodtbeck (K & S), Hall & Hall (H & H), and Hofstede (GH). The thirteen dimensions are integrated into 7 categories. Each dimension can range from high to low.

**Nature of Work Relationships**
1) individualism / collectivism GH
2) power distance GH

**Communication**
1) high/low context H & H
2) fast/slow messages H & H

**Nature of Time**
1) time orientation K & S
2) mono/poly chronic H & H

**Free Will / Determinism**
1) relationship to the environment K & S
2) uncertainty avoidance GH

**Purpose of Work**
1) activity orientation K & S
2) masculinity GH

**Nature of Space**
1) conception of space K & S
2) personal space H & H

**Nature of People** K & S

*Adapted from the work of Dr. Margaret Phillips, GSBM

Also see Caproni, page 273, Box 7-1, “Work-Related Cultural Preferences”
APPENDIX C

Forming and Working in Learning Teams

At the Personal Development and Leadership Workshop Learning Teams will form (to be done in ways that promote within-group diversity). These learning teams will have time during some class sessions to meet. The instructor will rotate through the learning team meetings. It is expected learning teams will schedule time outside class hours in order to work together to complete the team assignments.

You will use team time to consult to one another in your efforts to:

- relate the readings to your daily experience,
- become more aware of your behavior and its effectiveness in the group and at work, and discuss the experiments you have tried in the past week and/or can try in the next week to increase your effectiveness,
- support and challenge each other in accomplishing your Team projects.

Depending on the number of students in your Learning Team, use the following roles to develop as many roles as you have team members. Every member of each Learning Team takes one of the leadership roles.

1 Meeting Leader- develops each week’s agenda and manages the overall meeting time. Dilemmas include: 1) how to be decisive, yet simultaneously open to group input; 2) how to be disciplined about time boundaries on parts of the meeting, yet simultaneously encourage commitment, creativity, and spontaneity.

2 Reading Discussion Leader- ensures that some part of every meeting is spent discussing the readings to improve everyone’s comprehension. Dilemmas include: 1) how to encourage rigor in understanding the concepts and aptness in applying them to work (and other) situations; 2) how to encourage differences of opinion, yet challenge each person to test their views in action experiments.

3 Process Leader- observes whether and how action inquiry occurs during team meetings and intervenes at least twice in each week’s conversation to increase team effectiveness. Dilemmas include: 1) how to disclose non-evaluatively what s/he sees or feels and at the same time publicly test for others’ sense of the situation; 2) how to help group members acknowledge emotional and potentially embarrassing issues in such a way as to liberate the group from being controlled by them.

4 Re-Visioning Leader- imagines what the team is excluding from its dialogue, noting what the team avoids or has difficulty discussing, and tests whether and how the group can re-frame its action so as to increase its meaning and value. This may entail “outside-the-box” clowning or devil’s advocacy, discussing the “undiscussable,” proposing a role play, or leading a meditation.

5 Assessment Leader- leads the team in reviewing the quality of each meeting during the final five minutes. The challenge is how to maximize the opportunities for learning and for both personal and group transformation through the assessment process.