MARK MALLINGER
MBAA 670 UNDERSTANDING HUMAN BEHAVIOR IN ORGANIZATIONS
MBAA 671 LEADING INNOVATION AND CHANGE IN CROSS-CULTURAL ENVIRONMENTS

ROB ORTEGA
MBAA 681 APPLIED STRATEGIC PLAN
SPRING 2016

EMBA 110 SYLLABUS
EMBA 110  
Spring 2016

MBAA 670 Understanding Human Behavior in Organizations  
MBAA 671 Leading Innovation and Change in Cross-Cultural Environments  
MBAA 681 Applied Strategic Plan

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Introduction
The introductory trimester of EMBA includes three courses. Designed for the experienced practitioner and planned around small group sessions, these classes help provide the cognitive knowledge and skills necessary for strategic leadership in the dynamic 21st century. The coursework is integrative. Each of the classes builds on the others to create a rich learning experience. Together these components provide the framework for leading people in changing organizations.

The Effective Executive Workshop begins the process and presents an opportunity for participants to become acquainted with one another and work together to enhance interpersonal communications and self-awareness. A major objective of the workshop is the creation of collaborative learning teams that will continue to serve you throughout the EMBA program.

Course Description
MBAA 670 Understanding Human Behavior in Organizations
Complex dimensions of individuals and organizations are explored. Conceptual and experiential approaches to communication, self-awareness, perception, motivation, leadership, creative problem solving, ethics, and social responsibility are examined. Students experience intrapersonal, interpersonal, and group dynamics and learn to apply behavioral theories to issues of human behavior. Leadership style as a determinant of culture, quality, and productivity also is addressed. Culture origins of family background and organization life are thoroughly investigated.

MBAA 671 Leading Innovation and Change in Cross Cultural Environments
Building on the foundation laid in MBAA 670 Understanding Human Behavior in Organizations, this course continues the applied behavioral science component of the EMBA degree. The exploration of leadership extends to the management of people and
innovations across cultures. A view of American managers abroad as well as the management of diversity in the United States is investigated. Leadership as a determinant of culture, quality, and productivity is further addressed. Culture is thoroughly investigated—both as a phenomenon of organizations and as a composite of people in various countries. Organizational culture as it applies to the implementation of business strategy is investigated, and extrapolations are made about its efficacy to achieve the organization’s vision and mission.

**Student Learning Outcomes**

Students will be able to analyze complex organizational culture information
Students will apply critical thinking to implementing organizational culture frameworks
Students will be able to evaluate and understand quantitative and qualitative data related to organizational culture analysis
Students will enhance presentation skills
Students will be able to prepare an organizational culture project
Students will enhance leadership skills related to communication, conflict management and managing change
Students will improve writing skills in preparing individual and team projects
Students will enhance self-awareness through exercises designed for self-reflection

**Total Directed Instructional Hours**

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<td><strong>Total</strong></td>
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**Texts and Course Materials**

Edgar Schein, *The Corporate Culture Survival Guide*
Nancy Adler, *International Dimensions of Organizational Behavior*
Kaley Klemp, *13 Guidelines for Effective Teams,*

In addition, a number of articles will be assigned throughout the trimester. The citations for the articles are provided in the Course Schedule

**Grading**

*MBAA 670 & 671*

<table>
<thead>
<tr>
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<tr>
<td>Family Culture Paper</td>
<td>Credit/No Credit (Appendix A) *</td>
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<td>Team Projects (3)</td>
<td>30      (Appendix B &amp; Schedule)</td>
</tr>
<tr>
<td>Organizational Culture Analysis</td>
<td>40      (Appendix C)</td>
</tr>
<tr>
<td>Partner Feedback</td>
<td>Credit/No Credit (Appendix D) **</td>
</tr>
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<td>Team Presentations</td>
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<td>Participation</td>
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<td><strong>Total</strong></td>
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<td>(plus peer evaluation)</td>
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*No credit requires a rewrite

**No credit reduces final grade**
Grade Distribution

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<tr>
<td>90</td>
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<td>87</td>
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<td>80</td>
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Written work
Papers must be typed, double-spaced and demonstrate graduate level writing skills. All written projects are to be submitted electronically via Sakai. Late submissions will be accepted; however, the grade will be reduced 5% for the first week and an additional 4% for each week thereafter. Refer to Appendix H for a list of useful formatting strategies to improve the quality of your written work.

Presentations
Beginning with Session 2 each team will be asked to make a formal classroom presentation. The assignment will focus on the topic for the session and defined in Appendix G. The order for team presentations will be determined during Session 1.

Participation
- Because the program is at an Executive level and given the interactive nature of the course, there is a substantive participation requirement. Students have a responsibility to be active in the classroom as well as within their team. Two components of the participation grade include: In class participation graded by faculty, and peer assessed participation graded by team members

Classroom participation:
- Students are expected to be engaged in classroom conversation—raising questions, responding to questions and interacting with colleagues comprises 10% of the final grade. The instructor and class advisor will assess classroom participation. Examples of involved participation
  - Insightful questions going beyond the presented content
  - Engaging in a non-defensive yet provocative manner with colleagues
  - Responding to questions from the faculty
  - Enthusiastic conversation requiring the student to be present rather than distracted

Peer Evaluation:
- Each team will design its own peer evaluation, i.e., a performance appraisal system (See Appendix B, Team Building Project.). The purpose of peer evaluation is to establish a system that creates incentives for team members to
come to class prepared and to participate in group discussions. In addition, peer evaluation provides a vehicle for receiving feedback from teammates.

- During the trimester, each individual will twice rate all of the other members of his/her group. The initial evaluation will be used for information only, while the second assessment will be included in the grading process. The purpose of assessment is to evaluate the contributions of team members and to provide information regarding strengths and areas of needed improvement. Individuals’ peer evaluation scores will be the average of the points they receive from other members of their group. The assessment at the conclusion of the course will either count as a bonus (additional points for exceeding expectations) or a penalty (reduction in points for not meeting expectations).

Attendance Policy
Your attendance in class is necessary to maximize the resources of our learning community. When you are not in attendance you’ve missed a learning opportunity and a missed opportunity for others to learn from you. You are expected to attend every class meeting and actively participate. Because of the design of the courses and the emphasis placed on the learning community, your absence from sessions will result in a reduction in your point total. You must advise the professor or class advisor in case of an anticipated absence. For each 8-hour session missed, a 3-point penalty will be assessed. In addition, arriving at sessions on time is important. A pro-rated portion of the point reduction will be applied based on the extent of your tardiness. (There may be work-related or personal situations that require you to be late. In such cases, please contact the faculty/class advisor prior to the scheduled class meeting.)

University Code of Ethics
The Code of Academic Ethics for Students provides among students, faculty, and administration a spirit of community where such development of the whole person can take place. Furthermore, the code creates a climate of mutual trust, respect, and interpersonal concern where openness and integrity prevail. The code emphasizes the dignity and development of each individual. The code maintains free competition and independent intellectual effort, not tolerating dishonesty, cheating, or plagiarism. If acts of dishonorable conduct occur, the code outlines the procedures as well as sanctions to censure such activity. To be effective, the code must be maintained by the Graziadio School community. This requires a genuine sense of maturity, responsibility, and sensitivity on the part of every member. In particular, each member of the Graziadio School community is expected to pursue his or her academic work with honesty and integrity.

Originality of Work
This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the
Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

Policy on Disabilities

Assistance for Students with Disabilities
The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: http://www.pepperdine.edu/disabilityservices/.

DUE DATES FOR REQUIRED PROJECTS

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<th>Session</th>
<th>Assignment</th>
<th>Requirements &amp; Due Dates</th>
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<td>Family Culture</td>
<td>(Individual) Appendix A, 2/5</td>
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<tr>
<td></td>
<td>Team Building</td>
<td>(Team) Appendix B, 2/5</td>
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<td>2</td>
<td>Trader Joe’s Case</td>
<td>(Team: Written and presentation) refer to Course Schedule for guidelines, 2/26</td>
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<td>3</td>
<td>Organizational Culture Study</td>
<td>(Individual) Appendix C, 3/25/ (one week following session 3)</td>
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<td>Partner Feedback</td>
<td>(Individual) Appendix D, on or prior to 3/18</td>
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<td>Global Assignments</td>
<td>(Team: Written &amp; Presentation) Appendix E, 3/18, Project Day</td>
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<td>4</td>
<td>Managing Change: Preparation for ASP</td>
<td>(Team: Presentation only) Refer to Course Schedule 4/8</td>
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<td>Applied Strategic Plan</td>
<td>(Individual) Appendix F;</td>
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<td>Due 4/15, one week after Session 4.</td>
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CLASS ADVISOR
The class advisor is Rob Ortega. His role is to provide assistance and educational advice to you and your team. He supervises the creation of your Organizational Culture Applied Strategic Plan (ASP) and provides feedback and guidance in its construction. Rob and Mark will collaborate in assigning the grade for the ASP, team presentations, and participation.

COURSE SCHEDULE

Session 1  February 5/6 (Malibu Campus)
Reading Assignment
- Review the syllabus.
- 13 Guidelines for Effective Teams
Written Assignments
- Family Culture Paper (See Appendix A.)
- Team Building Project (See Appendix B)

Discussion Topics
- Organizational culture concepts & application;
- Preparation for Org. Culture paper;
- Building effective teams;
- Insights and implications of the family culture paper

Session 2 February 26/27 (Irvine Campus)

Reading Assignment
- The Corporate Culture Survival Guide, chapters 1-5
  http://gbr.pepperdine.edu/072/tj.html
- MIT Open Source: Trader Joe’s vs. Whole Foods: A Comparison of Operational Management (found in Sakai)
  http://www.businessweek.com/magazine/content/08_09/b4073058455307.htm

Assignment (written & presentation)
- Trader Joe’s: The Intersection of Culture and Strategy
  - Preparation: Read the material listed above and visit a Trader Joe’s store. Prepare an 8-20 page paper responding to the questions below. The primary focus of the paper is to identify the appropriate 5-10 year strategy for Trader Joe’s that is aligned with its values/culture.
  - Identify mission, vision, and values
  - Briefly summarize the business model
  - Based on your observations while visiting a TJ store describe relevant artifacts
  - Incorporating germane elements of the ICF, describe the in-use culture
  - Are espoused values aligned with in-use?
  - Ambiguity/paradox in evidence?
  - Which of the following strategic objectives is likely to apply? Select the most salient of the list below that integrates culture and the business model and provide evidence for your decision while explaining reasons for dismissing other strategies.
    a) Merge/acquire Whole Foods
b) Continue to expand, adding another 150-250 stores nationally over the next 10 years

c) Leverage the brand: diversity into other related industries
d) Success is based on maintaining the brand: therefore, limit growth
e) Build the brand: expand store size and product offerings
f) Franchise the operation in part or whole
g) Another option?

Discussion Topics
  o The crossroads of culture and strategy
  o Organizational Culture Project preparation
  o Integrated Leadership Model
  o Personal development exercise.

Session 3  March 18/19 (WLA Campus)
Project Day: ASP Preparation for future trimesters-- class begins at 10:30 am

Reading Assignment:
  o International Dimensions of Organizational Behavior, Nancy Adler
  o “Making it Overseas,” Javidan, et al., HBR. April 2010

Written Assignment (and presentation)
  o Organizational Culture Paper (See Appendix C: Due 3/25)
  o Partner Feedback (Appendix D) due on or prior to 3/18 session
  o Assignment: Managing the Overseas Assignment- Challenges for the Global Manager (Team Project: written & presentation- see Appendix E)

Discussion Topics:
  o Organizational culture; Preparation for the Organizational Culture Project
  o Executive decision making;
  o Cross-Cultural management
  o Personal development exercise.

Session 4  April 8/9 (WLA Campus)
  o Reading Assignments:
    o Corporate Culture Survival Guide, Chapter 6;
    o “Cultural Change that Sticks,” Katzenbach, Steffen & Kronley, HBR, July-August 2012
  o Presentation assignment (no written requirement)
    o Using the Organizational Culture Project as a starting point, provide a bridge to assist your colleagues in preparing the Tri 1 ASP (refer to the requirements for the ASP in Appendix G)
    o Pull the “nuggets” from the readings related to the two organizational culture articles/chapters for this weekend’s session
    o Develop a presentation that engages your colleagues in a dialogue that inspires creative thought in the preparation of the ASP
    o Some examples:
Select a team member from the presenting group to describe his/her findings from the Organizational Culture Project. Then, working in teams ask class members to begin building recommendations in response to the Project.

Ask other teams to select a member’s Project and do the same as described above.

Randomly select a class member to describe the findings of his/her study and ask class members to review the course frameworks that may apply in the development of recommendations for the ASP.

A presentation model of your own choosing.

**Assignments/Projects**
- ASP due April 15 (Appendix F)
- ASP Presentation (selected team)

**Discussion Topics**
- Organizational Culture;
- Managing Change: Building the ASP
- Personal development exercise.
- Leadership skills: Ethical responsibility
- Managing Your Career
- Handoff to Law & Ethics trimester
- Faculty/class advisor evaluations
Appendix A
Family Culture*

This assignment requires you to apply the Integrated Cultural Framework (ICF) to your original culture, that is, your family. The relationships we have with family members and our family’s way of acting hold strong emotional bonds. This culture formed our core assumptions and values. In this paper, you will use your family of origin to enhance understanding of culture. This requirement begins the development of your skills and understanding of culture in preparation for the ASP.

Your data collection needs to go beyond your personal recall. In order to get a rich, in-depth understanding of the culture, you need to collect an oral history of the family. Do not settle for the “espoused values” that are easy and comfortable for family members to express. You need to explore the “values in use,” that is, the actual behaviors and attitudes rather than the expressed values.

Keep in mind that as an organization culture researcher, you must support your analysis with data. These can come as illustrations of memorable family scenes, as well as direct quotes from family members. In addition, there may be archival data (e.g., letters, family videos, photos, etc.) that can be useful in assisting your analysis.

The ICF provides a systematic method of capturing information. You need to use the framework in assembling your data. For example:

- **Ability to Influence**: To what extent did you or your siblings influence decision making in the family? Who made the decisions in your family? How were those decisions made? Were alternative perspectives considered?

- **Comfort with Ambiguity**: To what extent was risk taking encouraged? What kinds of risks were considered acceptable (e.g., physical activities, relationships with those outside the family)? Unacceptable risks? Were there clear, unambiguous family rules? Which rules could be “bent”; which could not (e.g., being on time for family dinner)? Did family members have specific roles, or could your family engage in multiple roles? (For example, your father/mother may have been the primary income earner; however, he/she may also have been the primary cook as well.)

- **Achievement Orientation**: Did the family focus on high levels of achievement? To what extent was assertive behavior encouraged in the family? Was there more acknowledgement for attaining specific goals, or were family members accepted regardless of their achievements? Were (are) material possessions held in high regard?

- **Individualism/Collectivism**: To what extent were family members encouraged to be independent and to act in their own best interest versus being expected to consider the family when making decisions or spending time outside the family unit? Were rewards for self or for family? Were you expected to be available for family functions? Did the family do a lot of activities together, or were members free to be with others?

- **Egalitarianism**: Were there different standards for males and females? Were there family favorites? Did some family members receive special treatment? Why?

- **Time**: Were values and expected behaviors based on family beliefs from the past (i.e., previous generations such as grandparents), present (e.g., current activities), or did a future orientation prevail (e.g., what’s important in the next 5 to 10 years)?
- **Space**: To what extent was space in the home public (versus private)? Were doors open or closed? Was there a focus on territoriality? Were clothes and other possessions shared? Was the family living space closed or open?

- **KEEP IN MIND AS YOU REFLECT ON THE ICF THAT THERE ARE NO “RIGHT” ANSWERS OR BEST SET OF FAMILY BELIEFS. THE PURPOSE OF THE ASSIGNMENT IS TO EXAMINE FAMILY CULTURE IN A DESCRIPTIVE RATHER THAN A JUDGMENTAL OR POLLYANNA MANNER. THE ANALYSIS SHOULD FOCUS ON WHAT IS, RATHER THAN ON WHAT SHOULD BE.**

Allow yourself to be creative and enjoy this reflection of your family culture. Use whatever form you wish to make your culture vivid. Metaphor can be a powerful tool in bringing out understanding. For example, thinking of the family unit as an animal, food, place, season or even a TV show can offer a means of developing an insightful analysis.

Finally, what impact did the assignment have on you personally? What insights did you gain? To what extent does your family culture influence your behavior and values today? For example, do you recognize the influence of family culture on your management style and decision making behavior?

This paper is a private and confidential communication between you and me. You will have the opportunity to talk about your discoveries with your teammates in our first class session; however, you need only share those things with which you feel comfortable. However, this assignment does present the occasion to be open with classmates. Follow the structure described below in writing your paper. *(Please write in the first person.)*

1) **Offer a brief, one-page or less, family description** (e.g., number and age distribution of siblings, size of immediate family, geographical location where you were raised, etc.) In addition, indicate how you collected data for this assignment, such as personal conversation with a family member, memory/recall, photos, letters, etc. Prior to submitting your work, refer to Appendix I, “Handy Household Hints for Formatting Written Work,” specifically cosmetics;  

2) **Apply the ICF.** Begin this section WITH A CHART identifying the seven dimensions of the framework to provide an overall summary of your family culture. In the remainder of the section, describe culture using EXAMPLES/SPECIFICS of family behavior that clarify the degree to which each dimension is expressed. Include quotes that were often expressed that offer an illustration of the family dynamic. (Do not exceed 1 page for each of the seven dimensions);  

3) **Provide a summary paragraph overview of the ICF analysis and incorporate a metaphor that symbolizes your family’s culture.**  

4) **Describe the influence of family on current behavior** (management style, decision style, relationships, and areas of needed improvement). **PLEASE PROVIDE SPECIFIC RATHER THAN GENERAL EXAMPLES.** This requires the application of the double-loop concept in responding to this section. Along with one or two quotes that were identified in 2) above, bring to class an artifact that either literally or symbolically represents your family culture, one that you would be comfortable sharing with the EMBA class. The paper will be graded Credit/No Credit. A passing paper demonstrates depth of thought, careful analysis using the ICF, a willingness to go beyond the superficial, and a focus on the implications of the family experience (i.e., the impact on your current behavior and attitude).
Appendix B
Team Building Project

In order to encourage responsibility of team members, it is necessary for the group to clarify expectations. Two techniques that can be successful in developing commitment to the team are setting goals and selecting role responsibilities for members.

Team Goals
In the early stages of group development, it is important for the team to establish a common set of goals that directs activities and infuses energy. Examples of group goals include the following: 1) equal participation of members, 2) creation of a satisfying learning environment, and 3) the building of a collaborative decision making unit. These goals represent only three of perhaps dozens of objectives that can be stated as desired outcomes. Give considerable attention to the development of team goals. The more members take ownership of group objectives, the greater is the likelihood that the learning process will be enhanced, which, in turn, is likely to result in high grades for the team. Keep in mind, the purpose of the exercise is primarily to build a cohesive team where members buy-in to the agreed upon objectives, rather than merely a paper to please the instructor.

Once goals are in place, the group needs to clarify expectations. That is, each person on the team should have a clear understanding of the norms. The expectations describe the behaviors and attitudes (e.g., coming prepared to class, being on time, indicating a willingness to meet outside of the classroom) that are required to accomplish team goals.

Roles for Team Members
A second method of promoting commitment is for each group member to take on a specific role that is important for maintenance of the group. Each of the roles listed below assists in strengthening the Learning Team process and in building a better overall product (you may choose to create your own titles & descriptions that more appropriately reflect the team’s goals).

Gatekeeper: This person is responsible for keeping the group on track, making sure the discussion does not stray from the topic, and being the timekeeper. The gatekeeper is the team “shepherd.”

Planner: This individual has the duty of keeping the group aware of upcoming events. Setting up dates for the group to meet outside of class and reminding the team of due dates are examples of the Planner’s responsibilities.

Process Consultant: The role of the Process Consultant requires addressing group maintenance issues. Lack of motivation, poor communication, interpersonal conflicts are examples of process issues that need to be identified and worked through.

Liaison: This person is the link between the group and the faculty. Of course, others on the team can talk with the professor, but the Liaison’s responsibility is to raise group concerns or questions that require instructor involvement.

Coordinator: The task of the Coordinator is to work with other teams in distributing and sharing information so that the teams are able to learn from one another. This role requires the Coordinator to develop a network so that data can be readily exchanged.
It is important to recognize that communication among members regarding roles is critical. Information needs to be shared to assist the group in completing tasks and accomplishing goals. For example, in talking with faculty, the Liaison may receive information about an upcoming activity that s/he believes would be helpful for the Planner to know. The Gatekeeper may be concerned with the tendency of the group to ramble, and therefore should inform the Process Consultant that perhaps a session is needed to address the issue. Clearly, the success of the group is dependent on effective communication, not only about course content, but also about the way in which the group works as a team.

Are there other roles you think are important for members to assume? If so, discuss these additional responsibilities with your team.

The Team Building Project promotes the development of a learning community. Teams are required to prepare an 8 to 15-page paper (not including appendices) that identifies the following:

a) Team name and logo;
b) Team goals: the value of the goals for the group, and the link between the goals and the EMBA 110 vision created at the Workshop. To reinforce the value of goal setting be sure to link goals to the evaluation criteria (sections e and f);
c) Role responsibilities of team members
d) From a double-loop perspective: what were the insights for the team regarding use of advocacy/inquiry in terms of sorting out differences

Sections a) – d) should be a maximum 2-4 pages.

Although parts a, b, c, and d are important in developing a high performing team, however, parts e and f, below will be the primary focus of the grade for this project.

e) A peer evaluation system that describes the criteria and processes that will allow for objective evaluation as well as offer the opportunity for developmental feedback to group members. (Place the evaluation system in the Appendix, but explain the design of the system in the body of the paper).
f) A system that allows members to assess the group experience (i.e., an assessment tool for team process) and to make improvements based on that information.

Therefore, two assessment instruments are required: 1) a peer evaluation criteria AND 2) a team evaluation process. In section e) and f), include a discussion of the concepts, frameworks and implementation strategies taken from assigned reading that influenced the design of both the peer and team evaluations.

In addition, it is necessary to cite those resources in both the body of the paper and in a reference section at the conclusion of the project.

Examples:
In the body of paper: cite the book or article in this manner: (Catmull, 2008)
Appendix C
Organizational Culture Analysis*

The assignment requires an assessment of your organization’s culture. Specifically, the focus is the unit of analysis (UOA) within the organization that can be measured in a relevant yet realistic manner. The UOA can be a department, a functional group, a region or division. Select a UOA that has meaning for you, but is of a size that allows you to gather data efficiently.

Steps in cultural analysis:
1) Observe artifacts. Although a member of the organization you are studying, you may not have taken the time to carefully survey artifacts that surround you. What do you see on bulletin boards and walls? Room arrangements? Dress codes? Eating and resting places? Procedures and systems? Examine archival artifacts such as performance appraisal forms, reward systems, processes associated with ordering equipment or materials, quarterly reports, vision and mission statements. **However, only report those artifacts that are relevant to the analysis and reflected in the ICF.**

2) Using the Integrated Cultural Framework (ICF) gather quantitative and qualitative data from at least 10 in-use UOA members and, at least, one senior manager (the espoused view). Interviews with at least 5 UOA members. Is necessary.

In addition to the ICF questions, you may want to create a list of open-ended questions to ask in your interviews. Some examples are listed below:
- What do you like best about working here?
- What frustrates you most about working here?
- How do people get ahead?
- Are there any company heroes? What was their act of heroism?
- What does politically risky behavior look like in this company?
- What happens if someone wants to try something very different from the usual way things are done?
- What do you see as the major discrepancy in the way management says they want things to be and the way things actually are?
- Could you use your imagination and picture this organization as an animal (or food, TV show, place, season)? What do you see? Why? (This can be the most revealing question in the interview because it frees up creative interpretations.)

The structure and format should follow the guidelines below. (Refer to the “Handy Household Hints for Formatting Papers”—Appendix H.)

**Introduction**
- A 1 to 2-page description of the corporate entity (including product/service, date the “doors opened”, takeovers/mergers, and values/mission of the founders, number of employees, revenues).
- A statement of the UOA within the corporate entity that will be investigated in this study.
- Methodology employed in the assessment. This section should include the number of interviews, the number of questionnaires (distributed and returned), the organizational level(s) where your data was collected, and any other relevant
demographic (e.g., gender, age, etc.) information about your sample that would be useful in understanding the culture of the unit of analysis that you are researching.

Preparation of the Cultural Map

- **Artifacts** - Include in the paper only those artifacts that are particularly relevant in understanding the culture of the organization. Identify organization symbols, rituals and metaphors that offer insights about the values of the unit of analysis. Identify the relationship between these artifacts and relevant dimensions of the ICF.

- **ICF analysis** - (For each of the seven dimensions, provide examples/specífics.)
  - Using the data collected from the ICF survey, calculate the mean and reference the histogram for each dimension. For projects that include more than 10 survey responses be sure to include the standard deviation for each dimension and discuss the implications of the standard deviations.
  - Provide supporting evidence that led to conclusions regarding each of the ICF dimensions. For example, if you conclude that organization members within the unit of analysis have a low ability to influence, describe data you have collected that supports that conclusion. Rely on survey results and cite interview responses that provide evidence. Focus groups for qualitative data collection can also be used for groups of no more than 5.
  - In gathering data, you are likely to come across paradox and ambiguity. Rather than “force” a conclusion, discuss the complexity of the information. That is, embrace the ambiguity by describing the contradictions that emerge. For example, a highly significant standard deviation or skewed histogram is likely to suggest a paradox.

- Describe the espoused values within the UOA (vision, mission, messages from UOA senior managers) versus the values in use (based on the data collected from interviews, questionnaires and artifacts). Are they similar? Why?

- Identify the basic assumptions that are the foundation of the unit of analysis. (Remember, basic assumptions are NOT espoused values, but are the drivers of the in-use culture.)

**Grading guidelines:**

- Clear, understandable analysis;
- ICF that is comprehensive and demonstrates depth of thought;
- Well organized report writing with no typos;
- Extent to which evidence is provided in supporting the cultural analysis;
  - Insightful interpretation of the data and recognition of espoused versus in-use organizational policy

**In-Class Discussion:**

Bring to class the Organizational Culture Summary page to share with your EMBA 110 colleagues.
Appendix D

Organizational Culture Project: Preparation & Partner Feedback

Due on or prior to Session 3, March 18 (1 page, single space). Prepare a methodology and implementation plan for your organizational culture project. Feedback from your colleague will be helpful in developing the paper. Include the following:

Methodology
- Identify the UOA (division, department, functional area or other: number of members; position of the leader/person(s) who carries the responsibility for the UOA)
- Distribution of the survey (to whom, when, software to be used)
- Collection of data (approval from the organization, if needed)
- Interviews (who will comprise the sample)

Implementation
- Dates (distribution of survey, response date, follow up before deadline)
- Identifying artifacts (your plan to capture the key elements: visual and archival)
- Quantitative analysis (what tools will be used)
- Identifying ambiguity/paradox (key statistics to uncover complexity)
- Questions to ask during interviews to identify explanations for ICF survey scores
- Identify systematic plan to assess values from the data collection process (including ICF survey, interviews and artifacts)

Partner Feedback
- Invite your partner to your organization, specifically the UOA
  - Select a partner from a different industry than yours
  - If possible, ask your partner to visit before & after interview data is completed
- Without sharing your list of artifacts, have the partner walk through the organization’s physical space
- Where possible introduce the partner to your work colleagues
- Find a quiet, private area for the two of you to share information
  - Start by having the partner describe the artifacts that stood out during their visit
  - Next, share your Methodology/Implementation plan with the partner
  - The partner reviews the plan, offers feedback re: strengths and improvements

Summarize the partner feedback and indicate the input that was valuable along with changes to the research design that you incorporated based on the information offered by the partner.
Appendix E
Managing the Overseas Assignment- Challenges for the Global Manager

Prepare an 8 – 20 page paper responding to the questions below.
  o  What are the benefits/disadvantages for a U.S. company to send a member from the home office to take on a managerial role in an overseas division?
  o  What are the challenges faced by the U.S. expatriate manager?
  o  What is the responsibility of the U.S company to prepare managers for overseas assignments
  o  What are the skills/attitude/behavior needed by the expatriate manager to be successful in an international posting?
    *Using the assigned readings as well as other resources create your own framework (5-7 dimensions)
  o  Application of Double-Loop learning
    *Using your framework assess the skill/backgrounds of your team members identifying the strengths and areas of needed improvement for each
  o  Who among your team is the # 1 candidate for an overseas posting? Why?
  o  What can global companies do to assist expatriates in re-entry at the U.S. home office?
Appendix F
Applied Strategic Plan for Trimester 1
Implications of Organizational Culture

The Applied Strategic Plan (ASP) is the end of the trimester deliverable. The assignment provides the opportunity to apply your understanding of culture in developing recommendations to enhance organizational effectiveness. The project builds on the information presented in the Organizational Culture paper, but requires a deeper analysis. That is, you need to expand your data collection (primarily through interviews) beyond your initial study and include the comments offered by faculty in the Organizational Culture Analysis paper; then provide recommendations based on the information. The capstone project reflects your learning in module 1, so please engage the assignment with an insightful analysis. Think of the paper as a requirement from your boss, therefore, you want to impress!

Executive Summary
- A brief synopsis (one page, single spaced) of the key elements of the paper, including methodology, major research findings, and conclusions.

The Cultural Map
Using additional information gathered from follow up interviews along with the feedback from the faculty provide a summary of your organization’s culture. This should be listed in chart form
- Identify the key artifacts
- Each of the 7-dimensions of the ICF
- Espoused vs. In-use values
- Basic Assumptions

Recommendations
THE RECOMMENDATIONS SECTION CHALLENGES THE STUDENT TO BE BOTH ANALYTIC AND INTEGRATIVE.
- In one paragraph, summarize the key learning points associated with your cultural analysis.
- The Change Initiative: following the guidelines below put forth recommendations for the UOA
  - Identify the ICF dimensions that require attention necessary for alignment of espoused values and in-use culture
  - Using course content (i.e., relevant literature, materials and class discussion) to support your recommendations, describe the changes that you would implement to better align espoused vs. in-use culture and/or ways in which the organization can better leverage the values that are aligned
- Professional/Personal Journal (Double-Loop Assignment)
  One of the primary objectives of EMBA is to raise self-awareness. Knowledge of the frameworks, concepts and applications are necessary for enhancing learning, however, without the ability to translate the learning to one’s own development minimizes the EMBA experience. Prepare a 2-3 page (or longer) review that acknowledges your strengths, areas of needed improvement and plan for development. Avoid generalities, focus on specifics.
**Characteristics of A level papers**

1) Writing skills: Effective writers are able to identify and elaborate key issues and maintain a consistency throughout the paper. That is, there is flow—each section builds upon the previous section. Typos and misspellings are rare, and sentence structure is clear and efficient.

2) Ability to pinpoint the change initiatives under review. ICF implementation initiatives (recommendations) should be specific and linked to the issues raised regarding alignment and misalignment between espoused vs. in-use values of the UOA.

3) Organization: Perhaps the most significant element of the paper. This describes the ability to integrate concepts that are “visibly” connected to application. Incorporating the relevant literature/framework that is in sync with the implementation provides a flow that allows the reader to understand the direction and purpose of the study.

4) Offering specific recommendations rather than general statements demonstrate a comprehensive presentation of the study.
Appendix G  
Presentation Requirements and Guidelines  
All teams will present during Trimester 1; one presentation in each session. The order will be determined in Session 1. The criteria for grading of the presentation include:  
1) Content: The extent to which the assigned questions and relevant framework(s) were covered  
2) Depth of the analysis: The extent to which the richness of the material was presented and the critical learning points were made clear  
3) Context: Items such as quality of the power point, the degree to which all members of the team were involved, and the energy and enthusiasm demonstrated during the presentation  
4) The extent to which the presenting team involved the class. Avoid lecturing, present the underlying issues, then find a way to engage class members  

Presentations will be restricted to 1-hour, including Q & A. Following the presentation there will be an opportunity for feedback from colleagues and faculty  

Presentation Schedule  
Session 2: The Trader Joe’s assignment  
Session 3: Challenges of Managing Overseas  
Session 4: Managing Change: Preparation for the ASP
Appendix H
Handy Household Hints for Formatting Written Work

The following recommendations for preparing written work may be extremely useful in enhancing the quality of your contribution:

Objectivity
- Be cautious not to allow personal feelings and perceptions to rule your analysis. Avoid biases and think of your study as observational rather than judgmental.
- Be careful not to become a cheerleader for your organization or for your partner’s organization. Although you may believe the company is, indeed, the best in the industry, please take an objective view of the study.
- On the other hand, if you are at odds with your manager or the organization’s leadership team, do not let your dissatisfaction get in the way of preparing an objective study.
- To promote objectivity, carefully examine quantitative as well as qualitative data.

Managing the Content of Your Paper
- It is extremely important to support conclusions with examples. For example, when discussing “ability to influence”, cite specifics such as “the reaction of six of the interviewees stated that the goals of a particular project (name the project) were defined by them and that they had input in the procedures needed to complete the project.”
- Carefully review your work to make sure that it is organized. Ask yourself, “Is there a sequential flow between sections of the paper? Have I explained my conclusions clearly?”
- Read the requirements for projects a number of times to be sure you are aware of the questions being asked. Have you answered all the questions posed in the assignment?
- In using quantitative data, be sure to go beyond reporting merely arithmetical means. Standard deviations and comparison of results of sub-groups are also necessary to provide a thorough analysis. In addition, histograms are also valuable for spotlighting key issues.
- Refer to artifacts in support of conclusions. For example, rely on the organization chart when discussing “egalitarianism” in addition to the opinion of interviewees. The same can be said for “achievement orientation.” For example, the organizational performance appraisal and rewards system may provide further support for anecdotal data.
- Report ICF results in the body of your paper, not only in the appendix.
- As you examine the totality of the artifacts and ICF assessments, review the array of data and seek out five or six values that seem to be at the heart of your study. Then step back again and determine one or two “drivers” of those values that comprise the basic underlying assumptions.
References, Citations and Appendices

- Written work requires a reference page that identifies sources of information that were used in the project.
- Citations are needed in the body of the paper. It is necessary to cite the author(s) and date (e.g., Gratton & Erickson 2007).
- An appendix contains specifics regarding a topic or details of a quantitative analysis. However, unless a reference is made in the body of the paper that refers to the Appendix, the reader will not likely notice the information contained in the Appendix.
- Only use the Appendix for relevant information; do not use it as a repository for data that is not significant for the reader.

Cosmetics

- Pay attention to headings, sub-headings, indentations and bold print that will help the reader better understand the flow of the paper. Avoid writing several pages without breaking the content with a major heading or sub-heading. For example, when discussing the dimensions of the ICF, use sub-headings to inform the reader that you are concluding one dimension and entering another.
- Page numbers are helpful because the instructor may often make written comments that refer to another page of the paper. Please attach a cover page that lists your name and title of the paper.
- Check to avoid misspelling words and use of slang.