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greenMBA

SYLLABUS FOR CONCURRENT COURSES SE (MBA) 5021 & 5022

SE 5021 - Communications Skills for Business Transformation - 3 units

SE 5022 - Organizational Behavior for Business Transformation - 3 units

Summer Semester, 2008

Course Meetings: per GMBA schedule, beginning Saturday, May 31st.
See Syllabus, Section VII – “Course Schedule” for specific dates and times.

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*“Don’t ask yourself what the world needs.
Ask yourself what makes you come alive and go do that,
because what the world needs is people who have come alive.”*
Howard Thurman, African American mystic & activist

*“Any repair of our fractured world must start with individuals
who have the insight and courage to own their own shadow.”*
Robert A. Johnson, Owning Your Own Shadow

*“Our capacity to resist (manipulation) has nothing to do with our intelligence,
but with the degree of access to our true self.”*
Alice Miller, author and psychoanalyst

*“We find ourselves not independently of other people and institutions, but through them.
We never get to the bottom of ourselves on our own. We discover who we are
face to face and side by side with others in work, love and learning.”*
Bellah, Madsen, Sullivan, Swidler & Tipton, Habits of the Heart

The CSBT/OBBT Syllabus contains the following sections:

- I. Overview & Message to Students
- II. Student Learning Outcomes
- III. Learning Methods
- IV. Instructor's Availability
- V. Grading & Course Standards
- VI. Required Course Reading
- VII. Course Schedule, Readings & Assignments
- VIII. Written Assignments Required (specific description of each)

I. OVERVIEW & MESSAGE TO STUDENTS:

This course is designed to give you an in-depth foundation in very broad disciplines – communication skills and organizational behavior. But - *the real subject of this course is YOU. You must be willing to make yourself and your own behavior the central focus of study, or you will miss a crucial learning opportunity to understand why leadership, management, groups, teams, and organizations are effective or not.* This requires “insight and courage” on your part, as Johnson states in the quote above.

The logo for the Green MBA program is – “*Transform Yourself. Transform Business. Transform the World.*” This course will build upon the foundation you’ve gained in prior courses and give you a deeper understanding of how and why these three levels of transformation are interconnected, what obstacles must be faced and overcome to achieve such transformations, and the tools of self-mastery to become a positive change agent in your work and in society.

ALL behavior within organizations ***begins and remains*** with individuals and their choices. The nature of groups, teams and large systems mask this fact, but the fact remains. Therefore, your key challenge in this course is to develop the ability to be a full-up individual *while simultaneously* being an effective team member. Everything in this course is geared to help you learn how to do *exactly* that. Why?

Because individual/group tension is *the central paradox you must master* to be an effective leader and change agent in any organization. It is the central paradox within families, friendships, and society. If this were not so, we would not have had the scandals of Enron, World Com, Tyco, and Global Crossing or the U.S. Senate findings that the U.S. intelligence which led us into war was marred by “groupthink” (Janus), nor the Challenger and Columbia disasters - also tragic outcomes of “groupthink.” The quotes listed on the first page of the Syllabus contain clues as to the ethical challenges of individual responsibility for conscious choice within groups and organizations.

Human behavior is extraordinarily complex, and when groups of people work together in organizations, the complexities intensify – and conflicts mount. The typical human need and primal reaction in the midst of conflicts is to psychologically *go to sleep and dream* that “someone else” will fix the problems. We expose and examine this central delusion within this course so that ***you learn how to address conflicts consciously.***

The root meaning of “education” comes from the Latin *educare* - “to draw out from within.” This is another clue as to why *the real subject of this course is YOU*. Your willingness to apply and practice the “5 Methods of Personal Mastery” will maximize your learning.

You, your colleagues and I are on an educational journey together throughout this course. The Syllabus is lengthy because it also serves as a teaching tool and resource containing key concepts to guide your learning. There is a “method to my madness”, tested over time. It is my responsibility to offer you a wide range of concepts, readings, experiential assignments, specific feedback, guidance and other opportunities, but it is your responsibility to take advantage of these factors and the wealth of learning available with and from your colleagues and their insights.

We become a learning team together *only when we’re able to tolerate* (i.e., bear, endure, lift up) each other’s differences in the midst of dissent and conflict - and patiently allow our differences to teach us something new to be discovered. This may not make sense to you now – but it will through the process of this course. If you take this challenge on, you’ll develop skills for a lifetime.

I look forward to learning with you!

Julianne

II. STUDENT LEARNING OUTCOMES:

The following learning outcomes reflect three key levels of course learning that can be achieved through applying the course “Learning Methods” (see Section III).

A. Develop an Understanding of Yourself & Skills in Personal Mastery:

- 1) Develop self-awareness of your perception and personal "Framework" - of how to honor yourself, your health, and your “calling” as a multi-dimensional individual - and how to *expand* your Framework in lifelong learning. This includes honoring factors that have shaped your perception such as race, gender, ethnicity, age, class, religion, education, and other forms of diversity.
- 2) Develop personal mastery and “emotional intelligence” (Goleman) regarding your impacts on others and their impacts on you, via practice of the “5 Methods” to help you make more effective, conscious choices:
 - Observation
 - Conscious breathing
 - Self-reflection
 - Intelligent use of self-assessments
 - Seeking feedback from others
- 3) Exercise your courage, honesty and maturity to “own your own Shadow” (Johnson) in order to “mine you own gold” and face your “sea monsters.”
- 4) Develop skills as a respected, ethical leader and manager in the midst of a range of workplace challenges.
- 5) Learn how to be a full-up individual (Western perspective) and full-up Team member (Eastern perspective) simultaneously – to generate a third alternative for positive change at work and in the world.

B. Develop an Understanding of Others & Skills in Communication:

- 1) Increase your insight and respect for what “diversity” really means – not as “political correctness,” but as the evidence that *each* person is multi-dimensional – with a broad range of behaviors, motivations and needs which may be similar to or different from your own.
- 2) Enlarge your capacity (your “Framework”) for collaborating with and leading diverse groups of people.
- 3) Develop your communication skills to: a) listen effectively; b) give and receive constructive feedback; c) face and resolve conflicts with others; d) negotiate resolutions; and e) collaborate in teams to achieve common goals.
- 4) Understand how to design and facilitate effective meetings & alternative design possibilities.

C. Develop an Understanding of Complex Systems Reflected in Groups, Teams, Organizations & Global Forces:

- 1) Learn how to recognize group dynamics at play in your own family, team and workplace – and both the positive and negative impacts of these dynamics on your behavior and choices.
- 2) Develop skills in seeing how group, organizational and social systems reflect “culture” - shaped by norms/“rules,” roles, basic assumptions, structures, required and emergent systems, “groupthink” and other complex factors – and apply these to study your organization’s culture.
- 3) Develop understanding of the systemic factors that affect workplace motivation, morale, and productivity – and ethical ways to apply insights to your current workplace challenges.
- 4) Learn the differences between leadership and management, how and why leaders “emerge” out of the group’s needs, and how/why to adjust your leadership/management style to priority needs.
- 5) Expand your perspective and scope regarding organizational, social and global change as Western and Eastern “Frameworks” interact. Develop your strategic thinking about the interdependent factors at play at these levels and ways you can become a more effective change agent in the world.

III. LEARNING METHODS:

Various learning methods are woven into the course and will be used throughout the term. Take advantage of each method to *maximize* your learning opportunities.

A. Active class participation/discussions - Come to each class well-prepared to ask questions and share your self-reflective insights related to the topics.

B. Readings - You educate yourself via the readings and thereby have more to offer in discussions and assignments. The readings are extensive to offer you a wide range of views on a vast subject. We will not discuss all readings, but you must take time to grasp the nature and scope of what is presented so that you have an evolving perspective. You are responsible for synthesizing readings into all assignments.

C. Written assignments at the individual and Team levels – give you an opportunity to learn more about yourself *in the very act of writing*. This is what the Standards support.

D. Experiential exercises – on communication skills & group dynamics.

E. The course as a "Lab" - The course, classroom setting, learning methods and ongoing interaction among everyone are intended to create a "lab" environment to experiment with, or stretch, your own "Framework" and challenge your point of view. Education in human behavior is most valuable when students and teachers learn together in *an interactive approach* to the subject.

F. The "5 Methods for Personal Mastery" -

The following 5 Methods/skills are ones you are **EXPECTED TO PRACTICE & INTEGRATE** into your regular learning for this course – on a daily and weekly basis.

Each of these will be discussed and practiced in class:

1. Observation
2. Conscious breathing
3. Self-reflection
4. Intelligent use of self-assessments
5. Seeking feedback from others

Through practice you can develop each of these 5 Methods as an active, useful skill which will increase your EQ - "emotional intelligence" – meaning your objectivity and insight into human behavior. You will find your "Framework" expands according to your practice. Your papers must reflect the results of your practice – so you need to integrate examples of your practice of the 5 Methods of Personal Mastery into your papers. You will need to **stretch yourself** outside of your typical methods of writing and thinking in order to experiment with these concepts and be willing to see yourself anew.

IV. INSTRUCTOR'S AVAILABILITY:

If you ever wish to discuss any aspect of the class or assignments, either individually or as a Team, I'll be glad to talk with you. I'm available to meet after class and by appointment. ***It is your responsibility*** to contact me if there is something you do not understand or you wish to discuss in depth. I am not a mind reader. Therefore, please communicate your questions and needs directly and press for answers until your questions and needs are met. Learning how to do this as your needs arise is also related to developing your EQ skills.

In addition, you're welcome to phone me at my home office, or e-mail questions to me, at the numbers and locations listed on the first page. Please be aware that I do not always check e-mail every day, so also leave a phone message if your e-mail is urgent.

V. GRADING & COURSE STANDARDS:

Academic Honesty Honor Code

Per Dominican University's standards, students are expected to adhere to the Academic Honesty Honor Code stated in the Catalog. (see <http://www.dominican.edu/academics/catalog>).

A. Your grade for this course will be based on the following:

55% = Individual performance, as follows:

- 20% = **Quality, quantity, and appropriateness of class participation – e.g.,**

- Rigorous preparation of insights and questions, per readings; willingness to share self-reflective observations, per the 5 Methods; sharing the floor with others; engaging colleagues in meaningful discussions & questions;
 - Regular attendance & punctuality (if there are absences or delays, you must contact me in advance. Irregular patterns may affect your grade). If you must miss a class, it is your responsibility to stay well-informed and current.
- 35% = **Quality and timeliness of individual written assignments**, per the Standards.
 - Assignment #1 - Self-Assessments & Analysis = 5%
 - Assignment #2 = Your Framework & the Media = 10%
 - Assignment #3 = Personal Framework paper = 20%
 - Assignment #4 = Individual Self-Assessment paper (submitted with Peer Assessments – see below)

45% = Team performance, as follows:

- 35% = **Quality and timeliness of Team written assignments**, per the Standards
 - Team Assignment #1 - Team Potential & Analysis = 5%
 - Team Assignment #2 - Team Standards & Feedback Process = 10%
 - Team Assignment #3 - Team Project = 20%
- 10% = **Peer Assessment & Feedback Process**, by your Project Team

Note: **Timeliness** of your assignments (both individual and Team) is **crucial** because the Instructor provides you with timely feedback on each assignment to maximize your learning and help you get more insight from the next assignment.

If you are late on any assignment, you must discuss this with the Instructor in advance of the due date and make special arrangements, per the Program's policy. A pattern of late assignments may result in a lower grade, and in some cases the Instructor may require the student to withdraw from the course.

Accommodation for documented special needs students should consult Disability Services (415/257-0187).

B. Grades reflect *the extent to which the student has applied the Standards within the parameters of a specific assignment, i.e, the "goal"*.

- A specific assignment is the GOAL = what to complete
 - The GOAL varies, per the assignment.
 - Each assignment is listed in the syllabus in the week it is due, and each is described in full in the list of "Written Assignments for HROB".
- The course STANDARDS = how to complete the GOAL.
 - The STANDARDS are unvarying across assignments, and provide a bar to attain and exceed as a measure of *your own learning and mastery*.
 - Therefore, grades are not based on a curve of competition with each other – but on meeting or exceeding the Goal and Standards.

This system – of Goals, Standards, plus feedback per the Goals and Standards - is also a necessity and professional advantage in managing performance effectively

in the work place. It establishes clear expectations, a more ethical use of power over others, and a foundation for greater fairness.

You are strongly encouraged to discuss any and all concerns or questions related to course objectives, standards, expectations, grading, or any other issues. When these issues are approached openly and constructively, then learning and development can become the central focus of the education process.

C. Grades for each assignment and for the course will be based on the following percentage scale:

A = 95-100	A- = 90-94	
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72

Any grade below 70% would reflect lack of effort on the student's part, as well as cause for serious concern and discussion with the Instructor.

Students who take the course on a Pass/Fail basis must earn an 80% average or above, across all assignments. However, all students will receive grades on all assignments, per the Standards, to support maximum learning and self-mastery.

D. Standards for all written assignments – individual & Team:

1) **Intellectual understanding:** “How well do I understand this concept?” (i.e., how well do you integrate, **assimilate and synthesize** course concepts based on the readings and class discussions/lectures into your individual and Team written assignments? How well are you “making sense” of course concepts in relation to the goal of the assignment? To what extent are you understanding and articulating the **links between** the course concepts? Are references to readings and class discussions integrated to support your points, and cited appropriately?)

2) **Experiential understanding:** EQ (emotional intelligence) - “How does this concept apply to my life?” (i.e., to what extent are you aware of your own “Framework”, and how is it evident in your writing by **a self-reflective tone and approach throughout your paper**? How well are you integrating the **other 4 methods** of personal mastery? (Required: insights from observations and self-assessments; optional – insights from practicing conscious breathing and seeking feedback). How are you applying course concepts to self-understanding and learning in your **daily practice** – at work or elsewhere? What are you learning about yourself **in the process** of completing *this* assignment?

3) **Understanding of Group Dynamics:** “What is going on in the group/team and how do course concepts help me understand it?” (i.e., what is your ability to understand and analyze the **dynamic process level** of human interaction – such as roles, norms, emergent vs. required systems, etc. What roles do you and others tend to play, and why (e.g., “valence”)? What are you learning about group dynamics from your participation in your Team? The entire class? Your workplace? Your family? Other groups? To what extent are you aware of **others’ “Frameworks”**, and how **you impact them**? What is the depth and quality of your insight/analysis?

4) **Quality of writing:** How clearly are your ideas, thoughts and feelings articulated in writing? To what extent is the assignment - a) **well-organized** – with headings for each section; b) **grammatically correct** (e.g., spelling, sentence structure, etc.); c) **formatted correctly** (within the specified length, typed, doubled-spaced, pages numbered, bibliography, appropriate

references per APA guidelines). How well do you address the topic/questions with a coherent, well-integrated writing style and approach?

Please note: The three Methods of Observation, Self-reflection and the intelligent use of Self-Assessments *MUST* be integrated into *EVERY* written assignment. The other two Methods – Conscious breathing and Seeking feedback - should be integrated as you can. Your writing should integrate your *increasing, evolving insights* as a result of practicing these 5 Methods over the span of the course. Therefore, avoid repetition of the same examples since you should be discovering new applications in your life.

VI. REQUIRED COURSE READING

Brown, Marvin T.	<u>The Ethical Process – An Approach to Disagreements & Controversial Issues</u> ; 2003; Prentice Hall; ISBN 0-13-098889-8
Collins, Jim	<u>Good to Great</u> ; 2001; Harper; ISBN 0-06-662099-6
Covey, Stephen	<u>The 8th Habit – from Effectiveness to Greatness</u> ; 2005; Free Press; ISBN –13:978-0-7432-8793-7
Johnson, Robert	<u>Owning Your Own Shadow</u> ; 1991; Harper; ISBN 0-06-250754-0
Keirse, D & Bates, M.	<u>Please Understand Me - Character & Temperament Types</u> 1984, Gnosology Books Ltd., ISBN 0-9606954-0-0
Korten, David	<u>The Great Turning – From Empire to Earth Community</u> 2006, Berrett-Koehler, ISBN-13:978-1-887208-07-9
Rapaille, Clotaire	<u>The Culture Code</u> ; 2006; Broadway Books; ISBN-13:978-0-7679-2056-8
Weisbord, Marvin R.	<u>Productive Workplaces Revisited – Dignity, Meaning & Community in the 21st Century</u> ; 2004; Jossey-Bass; ISBN 0-7879-7117-0

HROB Reader with various articles: the digital version must be purchased on-line from XanEdu, and you will be sent a link for this. Certain articles should be printed and brought to class, as we will discuss.

VII. COURSE SCHEDULE, READINGS & ASSIGNMENTS

1st Class Weekend – Saturday & Sunday, May 31 – June 1 (9am-noon; 1-4pm):

Course Overview: Perspective, Perception & Your Journey

- What is the nature of the “sea change” occurring today in the world of business?
 - Major crossroads as new & old systems clash (Korten – From Empire to Earth Community)
 - How are views of human behavior & organizations changing?
- Your backgrounds & expectations for this course.
- Review course syllabus: standards, expectations and assignments.
 - 5 Methods of Personal Mastery and your journey toward a Master’s Degree
- Introduction to the concept of “Frameworks” and Perception –
 - 4 major dimensions of “Frameworks” as a basis of learning.

Understanding Yourself as an Individual

- You are multi-dimensional: physical, emotional, mental, & spiritual.
- Your “Framework” reflects interdependence of nature + nurture + more: how personality, family & socio-cultural-economic environments shape your neurological networks of perception.
 - Film on the neurological dimension – “The Brain”, with David Suzuki.
 - Review Methods of Observation & Self-reflection.

Readings Due: (always bring to class the books listed under “Readings Due”)

- 1) Course Syllabus.
- 2) Korten – Prologue & Part I (pp. 1-89).

We will also discuss:

- Brodsky, N. (2001). Groundhog Day. *Inc Magazine*, July, (pp. 31-32) – copies to be distributed in class.

No Assignment Due – but also bring to class:

- 1) Your copy of the Syllabus and any questions you’ve noted.
- 2) Your copy of Keirsey & Bates’ book Please Understand Me.

2nd Class Weekend – Saturday & Sunday, June 14-15 (9am-noon; 1-4pm):

Understanding Yourself as an Individual, continued...

- You are multi-dimensional: physical, emotional, mental, & spiritual.
- Your “Framework” reflects your interdependent networks of perception.
 - Review Methods of Observation & Self-reflection – and your insights.
- Roots & Theories of Human Psychology -
 - Freud, Jung and the background of Johnson’s views.
 - The nature of the human “psyche” (Greek root = soul, butterfly)

Understanding Human Differences & Diversity of Perception

- How your Framework shapes your perception and reactions to differences and diversity in the world. Honoring difference and diversity within yourself and others.

- Review Method of Intelligent use of Self-Assessments, and results of your self-assessments -
 - Implications for group dynamics.
 - Form Project Teams which maximize diversity of perception.
- The Frameworks behind our Frameworks – examine ancient origins of our current perceptions and behaviors rooted in diverse religious & cultural belief systems.
- Global implications regarding differing Frameworks of the Eastern & Western worlds (summary handout will be provided in class).
- Implications for your Project Team and for the workplace.

Readings Due:

- 1) Keirse & Bates - Chaps. 1 & 2. Complete the answer sheet & scoring in Chapter 1. Read about your "type" in the "Appendix: the Sixteen Types".
- 2) Johnson - Introduction and pp. 1-57.
- 3) Covey – Chaps. 1-5 (pp.1-93); Appendix 1 (pp. 331-351).
- 4) Reader: various articles about brain research & implications for behavior:
 - a) Pierce, H. (2000). Brain Basics – a Refresher Course in Hardware and Hormones. *The Owner's Manual for the Brain* (pp. 37-49), Bard Press.
 - b) Hotz, R.L. (1996). Separate Human Memory Systems Found. *Los Angeles Times*, September 6 (p. A16).
 - c) Marquis, J. (1996). The Brain: A Work in Progress – Research Traces Source of Emotions. *Los Angeles Times*, October 14 (p. A14).
 - d) Sowell, T. (1997). Ability and Biology. *Newsweek*, September 8 (p 14).
 - e) Gonzales, L. (2004). No Margin for Error. *Adventure Magazine*, November (pp.52-58,87-90).
- 5) Korten – Part II (pp. 92-155).

Assignment Due: (see Syllabus Section VIII – “Written Assignments Required” for complete description)

- 1) Individual Assignment #1 – Self-assessments & Analysis.
Be prepared to share your assessment results with your colleagues in class.

3 rd Class Weekend – Saturday & Sunday, June 28-29 (9am – noon; 1-4pm):
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Understanding Yourself as an Individual, continued...

- Your Health, healthy lifestyles & work life -
 - Perception, stress reactions and stress reduction.
 - Priority management = time management = stress management.
 - You are not your “mind” – Western vs. Eastern perspectives.
 - Review Method of Conscious Breathing and its many benefits.

Understanding "Group Behavior" & Human Motivation

- What's the tension between the “Individual” and the “Group”?
 - Review key concepts of Group Dynamics – e.g.,
 - Tasks, roles, norms, cohesion, group stages, emergent vs. required systems (summary handout will be provided in class).
 - Pay attention to the tension!
 - Begin Team discussions related to Team Standards and the Team Project.

Readings Due:

- 1) Johnson - pp. 61-118
- 2) Brown – Chaps 1-3 (pp. 1-45)
- 3) Reader: articles about health and stress reduction
 - a) Lertzman, R. (2002). You and Your Food – an Interview with Geneen Roth. *Utne Reader*, May-June (p.62).
 - b) Sedlacek, K. (1988). Finding the Calm Within. *New Age Journal*, September-October (pp. 72-74).
 - c) McCraty, R. (2005). The Resonant Heart. *Shift: At the Frontiers of Consciousness*, December 2004-February 2005 (pp.15-19).
 - d) Chodron, P. (2001). *Resting Completely*. Shambala Sun, May 2001 (pp.38-42,73)
- 4) Rapaille – Introduction & Chaps 1-4 (pp. 1-92).
- 5) Reader: articles related to your Team Project
 - a) Wells, L. (1980). The-Group-as-a-Whole: A Systemic Socio-Analytic Perspective on Interpersonal & Group Relations. In C.P. Alderfer & C.L. Cooper (Eds.) *Advances in Experiential Social Processes*, Vol. 2, (pp. 165-183). John Wiley & Sons.
 - b) Field, G. (1974). The Unconscious Organization. *The Psychoanalytic Review*, Fall (pp. 333-354).

Assignments Due: (see Section VIII - Assignments for complete descriptions)

- 1) Team Assignment #1: Team Potential & Analysis. (Please submit **two copies** of this assignment)
- 2) See "Team Project Paper" description – Stage One. Prepare your written answers to the questions about the two articles. (This is not a graded assignment) There will be time in class to begin the Team discussion of your answers.

4 th Class Weekend – Saturday & Sunday, July 12-13 (9am-noon; 1-4pm):
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Understanding "Group Behavior" & Human Motivation, continued...

- What's the tension between the "Individual" and the "Group"?
 - Explore key theories/concepts further – re: roles, group cohesion, etc.
 - *Remember: Pay attention to the tension!*
- Examine perspectives and contexts of *ego*-motivation vs. *eco*-motivation.
- Searching for the "magic bullet" - motivation in the workplace:
 - What's the purpose of "work" itself in the human community?
 - How has the "job" evolved over time in American culture?
 - Various uses of "conditioning" in employee motivation and manipulation vs. employee ownership, authentic empowerment, and workplace democracy.
 - Human Resources practices managers need to know.
 - How to implement an ethical, effective system of motivation as a manager based on goals, standards and feedback.

Understanding the Emergence of Leaders in Groups; Leadership Roles & Organizational Management

- How and why do leaders emerge to meet group needs? (see Smith; Wells; Field).
- What is Leadership vs. Management?
 - How do these roles link to corporate needs vs. human needs?
 - How does the stock-market economy drive corporate needs?

- How do people confuse human needs with wants and choices?
- How and why should you be a “Skillful Bridge” across conflicting needs?

Readings Due:

- 1) Brown – Chaps. 4-6 (pp. 46-76)
- 2) Covey – Chaps. 6-9 (pp. 97-185)
- 3) Rapaille – Chaps. 5-9 (pp. 93-169)
- 4) Weisbord – Introduction & Chaps. 1-7 (pp. 1-150)
- 5) Korten – Part III, Chaps. 9-14 (pp.157-250).
- 6) Reader:
 - a. Smith, K. (date?). An Intergroup Perspective on Individual Behavior. In J.R. Hackman, E. E. Lawler III & L. W. Porter (Eds.), *Perspectives on Behavior in Organizations, 2nd Edition* (pp. 397-407). New York: McGraw Hill Publishing Company. (About the Uruguayan rugby team stranded in the Andes - the film “Alive!” was based on this story).

Assignments due: (see Section VIII - Assignments for complete description)

- 1) Team Assignment #2 – “Your Team’s Standards & Feedback Process”

5 th Class Weekend – Saturday & Sunday, July 26-27 (9am-noon; 1-4pm):
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Understanding the Emergence of Leaders in Groups; Leadership Roles & Organizational Management, continued

- Ethical challenges in the uses of power, influence and control as a manager.
- Bearing the tension of Leadership vs. Management -
 - Developing your EQ capacity as a “Skillful Bridge” across conflicting needs.
 - Understanding organizational/social contexts of “permanent whitewater” & the “turbulent field” (see Weisbord) –
 - What is your role as a change agent in these environments?
 - How do you develop a team in the midst of constant change?
 - Guidelines for designing and facilitating effective meetings.
 - Dancing between Emergent systems and Required systems (the “process” vs. the “task”)
 - Another look: how to implement an ethical, effective performance management system based on goals, standards and feedback.

Readings Due:

- 1) Collins - Chap. 1-5 (pp.1-119)
- 2) Covey – Chaps. 10-13 (pp.186-268), and Appendix 2 - on Leadership Theories (pp. 352-358).
- 3) Keirsey & Bates - Chap. 5 - Your “Temperament in Leading”.
- 4) Weisbord – Chaps. 8-11 (pp.151-246)
- 5) Rapaille – Chaps 10-12 (pp. 170-199).
- 6) Reader:
 - a. Skinner, W. & Sasser, W. E., (1977). Managers with Impact: Versatile and Inconsistent. *Harvard Business Review*, November-December (pp. 140-148).
 - b. Goleman, D. (1998). What Makes a Leader? In *Harvard Business Review*, January 2004, (pp. 82-91).
 - c. Coutu, D. (2004). Putting Leaders on the Couch – a Conversation with Manfred F.R. Kets de Vries. *Harvard Business Review*, January (pp. 65-71).
 - d. Block, P.(1997). The End of Leadership. *Leader to Leader*, Winter (pp. 11-14).
 - e. Stack, J. (1996). Mad About Layoffs. *Inc. Magazine*, May (pp.21-22).

- f. Kotter, J. (1995). Leading Change – Why Transformation Efforts Fail. *Harvard Business Review*, March-April (pp. 59-67).
- g. Sull, D. (1999). Why Good Companies Go Bad. *Harvard Business Review*, July-August (pp. 42-52).

Assignments due: (see Section VIII - Assignments for complete description)

- 1) Individual Assignment #2: Your Framework & the Media.
- 2) Team Project draft – (due AFTER 5th class, by the date we'll discuss - to help your Team's focus & provide feedback)

6th Class Weekend – Saturday & Sunday, August 9-10 (9am-noon; 1-4pm):

Understanding the Dimensions of Organizational Behavior

- Organizational forms, structures, cultures and systems
 - Recognizing & integrating Emergent systems with Required systems
- Politics, personalities and power within organizations
- Ethics and social responsibility within/across organizations
- Creating & leading effective vs. ineffective change in organizations & society (esp. see Weisbord; Korten)

The Power of the Individual within Organizations & Society

- Course wrap-up: Your insights as a leader and change agent.
- Team Presentations
- “Change the Story, Change the Future” - Korten

Readings Due:

- 1) Covey – Chaps. 14-15 (pp. 270-317).
- 2) Collins - Chaps. 6-9 (pp.120-210).
- 3) Weisbord – Chap. 12 (pp.247-265), Chaps.15-17 (pp.305-365), Chap. 20 (pp. 427-441), Epilogue (pp. 469-485).
- 4) Korten - Part IV, Chaps. 15-22 (pp. 253-359).

Assignments due: (see Section VIII - Assignments for description)

- 1) Individual Assignment #3 – Personal Framework Paper.
- 2) Team Assignment #3 - Team Project paper.
- 3) Team Project Presentations/Discussions (format will be reviewed in class #5)
- 4) Individual Assignment #4 - Self-Assessment Paper, with Peer Assessments attached (note: this assignment may be submitted the week following the last class session).

Please note: This Syllabus is subject to modification. The Instructor will communicate with students on any changes.

VIII. WRITTEN ASSIGNMENTS REQUIRED

SE 5021 CSBT and SE 5022 OBBT, Green MBA Program,
Dominican University of California; Instructor: Julianne E. Maurseth, Ph.D.

Assignment Due – 2nd class weekend:

1) Individual assignment #1 – Self-assessments & Analysis

In a 4-page *analysis* (per the Standards) -

- a) List your individual scores for: (**1/2 page maximum to list**)
- 1) The Keirsey & Bates exercise (type & scores - E/I? S/N? T/F? J/P?)
 - 2) The "Conflict Management" assessment (4 columns & scores A-B?)
 - 3) The LMI exercise (what quadrant/type and scores?)

Discuss and analyze what the three assessments and the "Quality of Life" survey tell you about yourself, your values and your preferences? *Integrate the readings and your self-reflection, per the Standards.*

e.g., Analyze - to what extent do you agree or disagree with the assessments, and why do you agree or disagree?

- b) Attach the completed "Quality of Life Survey" to your paper.
- Be prepared to discuss your self-assessments in class, and begin to recognize how you might create a balanced Team Project group in class. For the most effective learning for this course,
 - Teams should have a balance in relevant project skills, gender, race, ethnicity, age, work experience, Keirsey-Bates "types", Conflict Management results, and other factors.

Assignments Due - 3rd class weekend:

1) Team Assignment #1: Team Potential & Analysis

(Please turn in **two copies** of this assignment)

Overview: Each Team completes one 6-page paper (refer to Standards) which *discusses and analyzes the Team's potential based on the implications of the Team members' combined assessment results and skills.*

Questions to address to help you consider the implications:

- How balanced or not is your Team's perspective in terms of the assessment results and your range of key skills?
- How can you anticipate potential gaps in your perspectives and be alert to them as a Team?
- Given these factors, how might you maximize your effectiveness as a Team? I.e., - What perspectives, strategies or approaches will support developing the potential of your Team's learning?

Teams need to include the following information (a-c) in their papers, after they have met, compared and discussed their assessment results and skills:

*** PLEASE NOTE:** A-C should not exceed 2 pages! Therefore, 4 pages of your Team paper must focus on your discussion and analysis.

- A. Team members' names and contact information (email & phone).
- B. 4 Charts, graphs or lists depicting the Team members' combined scores/results for each of the following assessments:
 - 1. "Type" (Keirse & Bates)
 - 2. "Conflict Management" scores
 - 3. LMI results
 - 4. Quality of Life Survey – each member's top 3 priorities
- C. A 5th chart/summary of the **key skills** each member brings to the Team which will help the Team accomplish its goals together. Include your insights about how the Team will make sure these skills are accessed when needed.

Also due:

2) Your notes/answers to the questions per Stage I of the "Team Project" description (at the end of this document).

- a. Prepare your written answers to the questions about the two articles for assigned reading – by Wells and Field – which should be several pages of your self-reflective writing.
- b. Your answers will not be graded or turned in, but will only be checked by the instructor.
- c. You will begin discussing the articles with your Team in the 4th class session – per **Part II** of the "Team Project" description.
- d. This will help your Team to "kick-start" the Team Project. However, your Team is responsible for completing the discussion outside of class. This discussion process is a critical success factor for your Team Project as it will help your Team to begin identifying the key links between the individual and organizations.
- e. During your Team discussions, a tape recorder may be helpful, or two Team members should take notes at all Team meetings.
- f. Again, this is not the Project per se, but the discussion process will get you moving toward your Project in a manner in keeping with the purpose and standards of the Project.
- g. It will be a discovery – so be willing to discover as you go.

Assignment due - 4th class weekend:

1) Team Assignment #2 – Your Team's Standards & Feedback Process

Overview: Each Team develops a 5-6-page paper per the course Standards and the following process: (Please note - submit two copies.)

A. Discuss and determine - (1) the standards and (2) the process - by which you will evaluate each other's participation and contribution to the Team and the Team Project. In the process you will develop key skills needed in the workplace, and in all healthy relationships.

- 1) What **standards** do you expect of each other? Be specific in defining Standards as skills and behaviors. ** See below (F) for one of the required standards for all Teams and Team evaluation forms.
- 2) What **process** will you use to develop your skills in giving and receiving constructive feedback in the discussion of your assessments? For example:

- Will it be one-on-one, or in a Team?
- How will you address Team member's concerns and fears about practicing these skills legitimately with each other?
- How much do you personally want to learn skills in how to give and receive helpful, specific praise as well as constructive critique?

B. Develop an evaluation form which each Team member will use for the Peer Assessments. The assessment results will determine 10% of your grade. (Your Peers' feedback should provide core insights for your Self-assessment paper, which reflects your learning about the Team feedback process.)

- The form should be user-friendly, incorporate your Team's standards, clarify your process, and result in a **10-point or 10% scale** which may be easily factored into your grade.
- Attach the form to your Team paper.

C. Integrate an analysis of the Team's process in developing this paper and the evaluation form – i.e.,

- How were standards determined?
- How was the evaluation process determined?
- How did the discussion evolve?

D. What are you beginning to recognize on your Team about **the intersection of your different Frameworks:** types, temperaments, role valences, values, backgrounds, etc, and your Team's effectiveness? *Be sure to integrate Team members' observations from your interactions both in and outside of class.*

F. Required standard for all Teams – must be included on evaluation form:

- 1) *Gives constructive feedback* to other Team members:
 - a. Provides positive reinforcement for behaviors and results at or above the Team standards -
 - Uses specific examples to illustrate.
 - Is objective, genuine and timely.
 - b. Provides constructive critique for behaviors and results below the Team standards -
 - Uses specific examples to illustrate.
 - Is objective, respectful and timely.
- 2) *Demonstrates willingness to receive constructive feedback* from Team members:
 - a. Listens non-defensively.
 - b. Is open-minded.
 - c. Asks questions to clarify understanding.
- 3) *Actively supports the Team's development* in learning feedback skills:
 - a. Takes the *initiative regularly* to practice these skills within the Team.
 - b. Demonstrates *courage and willingness* to learn these skills despite concerns, fear of conflict, etc.

- c. *Supports and encourages other Team members* in developing their own feedback skills (i.e., through positive reinforcement & constructive critique) in order to benefit the Team -as-a-whole.

Assignments Due - 5th class weekend:

1) Individual Assignment #2 - Your Framework & the Media

Overview: Develop a 4-5 page analysis of ***your own Framework*** per the Standards and per the following process:

KEY: This is ***not*** a linear analysis of the article! Don't mistake the purpose! Be sure to focus your analysis on *your own Framework* and how you perceive what you read. You will stay on track in proportion to your integration of human perception and the brain

- a) Be aware of your own "Framework" as you select and read an in-depth article from a newspaper or reputable magazine (attach a copy of the article to your paper).
- b) Identify the various "Frameworks" *you perceive* are reflected in the article - such as the author(s), the subject(s), the expert(s), the socio-cultural context(s), the organizational context(s), etc. (**per your subjectivity, not as "objective facts"**).
- c) Integrate your discussion and analysis of *how your Framework* impacted your choice of the article, the way you read it, your reaction to it, and how the various frameworks (author, subject, contexts, etc.) seem to impact you and the way the article was written.
- d) Be alert to how your Framework impacts the very process of reading itself. It is required that you re-read the article 2-3 times, and identify **how your perception shifts** with each reading. What does this tell you about your typical patterns? What are the implications of your patterns of perception?

2) Team Assignment: Draft of your Team Project paper (see description)

Purpose: Since the Team Project is complex, the instructor will review your draft to give feedback to your Team to help you succeed and maximize your learning.

- The draft should therefore include sufficient analysis of each Team member's story and sufficient identification and synthesis of key themes - per Wells and Field – so that the instructor is able to give your Team useful feedback.
- Be sure you've understood the Team Project requirements and process - and asked questions - well in advance of drafting your paper.

Assignments due - 6th class weekend

1) Individual Assignment #3 – Personal Framework Paper

2) Individual Assignment #4 - Self-assessment paper, with Peer Assessments attached - (Teams complete assessments for each Team member, per your Team standards & evaluation form). These may be submitted the week after the last class session.

- 3) **Team Assignment #3** - Team Project paper (see below for description)
- 4) **Team Project Presentations/Discussions** (we will discuss format in class)

1) Individual Assignment #3 – Personal Framework Paper

Purpose: To integrate what you've learned in the course about human behavior through an in-depth examination of your own personal Framework and your desire to be a “change agent” in the world. This assignment should be approached as a way for you to engage with yourself in new ways and expand your perspective on who you've been, who you are today, and who you see yourself becoming in your work or “calling” in life.

* Process: as you write, be sure to utilize the 5 Methods of Personal Mastery to support you in staying present to new insights in the moment as they arise. Integrate these fresh insights into your paper as appropriate to your themes.

Overview: Develop an 8-10 page paper which explores key aspects of your Framework in a self-reflective and well-synthesized manner, per the Standards and the questions listed below. Specifically integrate insights and reference to your Type and Temperament (per Keirse & Bates) *throughout your paper* – i.e., go deeper into how and why your values and preferences shape your perceptions, your career goals, and your life.

Structure & Key Questions: **Use** the 2-page Framework graphic to help you identify, structure and organize your approach (graphic - “Our Frameworks Reflect Who We Are as Multi-Dimensional Individuals”). For example:

- The 4 sides of the graphic represent *dynamic, interdependent dimensions of human behavior* in terms of physiological/neurological, mental, emotional, spiritual, social, and environmental factors.
- We've learned about the power in our “shadows” (Johnson, 1991) – both the “unmined gold” within us - which only we are responsible for developing - and the “sea monsters” which we must learn to pull back from projecting upon others and the world if we are to be effective change agents.
- *Sit back, ponder the graphic, and get a bigger perspective* on what these dynamics mean to you in your desire to be a positive change agent in the world.
- Key Questions: In your own unique way, be mindful to address the following main categories of questions in your paper while you explore your desire to be a change agent. As you do, synthesize insights regarding how your Type & Temperament impact your perspective:
 - a) *How do you perceive yourself physically?* How does your perception of the “facts” of your body – gender, race, age, height, weight, health, appearance, etc – impact your perception of yourself as a change agent? What assumptions should you examine about how you think others perceive you physically – both positively and negatively?
 - b) *How do you perceive yourself emotionally?* How open are you to your own heart's deepest yearnings? Which emotions do you tend to overuse out of habit? Which emotions do you tend to avoid out of fear, or judge out of guilt or shame? (consider the amygdala) What might you examine in your “shadow” to assist you in more fully realizing your dreams and mining your “gold”? How do conflicts with others trip you up? Where can you allow more courage and self-acceptance into your heart?

- c) *How do you perceive yourself mentally?* How do you value your own intelligence? How do you undercut your intelligence, and why? To what extent are you able to use your mind as a tool, rather than allowing it to use you? Which self-limiting, habitual beliefs would you like to examine in order to have more conscious choices and freedom in your life? How can you use this assignment to do exactly that?
- d) *How do you perceive yourself spiritually?* To what extent are you in touch with the deepest meaning of your life – deeper than the physical, emotional and mental? The word “vocation” means “to be called” - what is “calling” you, and why? How do you listen to your own conscience? Where do conflicts with others affect your ability to be true to yourself? What are the implications of this in relation to your desire to be a change agent in the world?
- e) *Who are you in relation to others?* To what extent are you able to be a full-up individual while simultaneously being a full-up Team member? Which roles do you tend to play in your family and in the workplace – and how do these roles serve you – or not? How do your “type” and values influence your communications with “types” who are different from you? Who do you tend to blame in the world, and why? Who do you tend to admire, and why? Which projections onto others are the most challenging to take back, and why?
- f) *What paradox(es) are you learning to embrace* regarding the power of your personal responsibility for conscious choice in organizations and in society?

Obviously you cannot address all of these specific questions in your paper. Reflect upon the questions, and do address each of the 6 main categories in a way that meets the criteria and enhances your self-awareness.

2) Individual Assignment #4 - Self-Assessment Paper: After your Team has completed its Peer Assessment process, each individual develops a 2-3 page Self-Assessment per the following questions (and the Standards for all written assignments) about your learning from the process.

- Attach your Peer evaluations to your Self-Assessment.
- This Self-Assessment will not be graded, but it will be carefully read to validate the Peer evaluations about you from your Team members.

- a) How well have you contributed to Team members’ skill development in giving and receiving constructive feedback?
 1. How have you taken the *initiative* to learn these skills within your Team?
 2. How well have you demonstrated courage and willingness to learn these skills within your Team, *despite* awkwardness, fear of conflict, etc.?
 3. How have you supported and encouraged your Team members in developing *their* feedback skills?
- b) What have you learned about the *value* of workplace “performance feedback” from this process? Both pro and con?
- c) What have you learned about the challenges in any relationship regarding *open communication and conflict resolution* from this process?
- d) What have you learned about *yourself* from this process?

3) Team Assignment #3 - Team Project:

Overview: Your Team will develop a 12-15 page paper which explores and analyzes a *complex behavioral work (or group) situation from each Team member*, which he or she has personally experienced. The situation from each Team member may be positive or negative. *The Team-as-a-whole must analyze each complex work story and synthesize common threads or themes in a meaningful, sense-making way.*

The Project will be understood in stages – AS you and your Team experience the course and practice applying the 5 Methods and key concepts DURING your Team interactions and meetings. There are 4 Stages described below to help you make progress.

Purpose of Team Project: For your Team to apply action-learning regarding group & organizational theories in an in-depth manner in relation to your own current and/or prior organizational/workplace experiences and observations, while simultaneously integrating Team dynamics.

- **This is a meta-analysis!**
- As you tackle this project together, you will develop new ways of “seeing” yourselves, groups and organizations, and develop advantageous skills as change agents.
- In the process, Team members will “make sense” of organizational theories, make it come alive for them, and have the opportunity for in-depth learning about group dynamics while observing the ways members’ Frameworks *intersect* in terms of accomplishing a goal.
 - In particular, Team members must critically review and apply the theories from **two specific research articles** to their work experiences – those by Leroy Wells and George Field (in your Reader).

Stage One: Individuals – before the 3rd class:

1) Pick a quiet time and place to read each of the following articles:

- Wells, Leroy - "The-Group-as-a-Whole: A Systemic Socio-Analytic Perspective on Interpersonal & Group Relations"
- Field, George - "The Unconscious Organization"

Remain consciously self-reflective as you read each article:

- Practice observing your physical, mental and emotional reactions to the articles.
- Take notes as you read on what you are reacting to in the articles, and exactly what your reaction is.
- For example: Are you attentive and concentrating, or bored? Are you agreeing because these issues are so familiar, or annoyed because these issues make no sense to you? Tense or relaxed? Etc., etc., etc.
- Pay as much attention as you can to HOW you are reading and responding - in your body, your mind, and your feelings.
- *Please note: it is exactly these types of observations and self-reflective awareness you need to bring to your Team process and Team papers, as well as to your individual papers.*

2) After you finish reading, answer these questions in writing to share with your team members:

- a. What specific work (or group) experiences have you had that support any of the viewpoints discussed in each article?
- b. What specific work (or group) experiences have you had that contradict any of the viewpoints discussed in each article?

- c. What self-observations can you share with your Team members about your reactions as you were reading that would be particularly helpful/useful for them in order to know more about you, your Type or Temperament, and your "Framework"?

Stage Two: Team discussions during the 3rd class -

Process:

- Each person will share his/her answers to the three questions in Stage One.
- After all have shared, the Team will discuss the following questions a-e.
- Either tape record your conversation, or at least two people should take notes.
- If you do Stage Two well, i.e., conscientiously, it will serve to launch you in the right direction for your Team Project, but this discussion alone is not the Project.
 - Again, these are the types of observations and self-reflective awareness you need to bring to your Team process and Team papers, as well as to your individual papers.
 - Some time will be available in class to begin this discussion, but teams must schedule time outside of class to complete Stages Two and Three:

Team Discussion:

- a. How similar or different were your responses in Stage One from each other? Be specific.
- b. How do your responses relate to variations and differences in your personal Frameworks - e.g., type/values, conflict management preferences, backgrounds, gender, age, culture, etc.?
- c. How do your responses relate to variations and differences in your organizational/work experiences?
- d. Are there any common threads or "themes" that seem to emerge from your discussion? If so, what are they? If not, what other issues are you observing in your discussion and group dynamics?
- e. Take time at the end of your meeting(s) to do a group process assessment check, according to a feedback process you select/develop.

Stage Three: Continued Team discussions – and balancing Task Vs. Process

In subsequent Team meetings, you will develop the process whereby your Team is able to create a paper as described below, in Stage Four.

- *You will need to organize yourselves, plan subsequent meetings, conference calls and stay on track together if you want to maximize your learning from this project.*
- It is wise to have meeting agendas, time schedules, and collective practice balancing task vs. process during your Team meetings.
- It is also wise to expect all Team members to be well-versed in Wells' & Field's concepts, as well as in Keirsey & Bates' types, and be prepared to use these analytical tools.
- Suggestions for collaborating at *both the task level and the process level* of group behavior:
 - **Diverse Views & Consensus:** Try to work through to consensus as your group addresses the topics. If that is not possible, do not force consensus, but include a minority position in your paper. Be aware of how disagreement, tension and conflict are avoided, tolerated, or welcomed. Beware of the need for cohesion which overrides active discussion of the ideas, per Wells' (also "Groupthink" per Janus)
 - **Group effectiveness:** In order to learn from this project on different levels, discuss your effectiveness as a Team at least once during each of your Team meetings. Your

own Team's standards and assessment form should provide you with the necessary guidelines to make this process constructive and practical. **Both** a quantitative rating (e.g., 1-10 point scale) *and* qualitative examples should be used by each Team member individually in writing, *then* discuss the reasons for similarities or differences among the ratings as a whole Team.

- **Stuck?** Whenever you get stuck as a Team - in conflict, in frustration, etc. –
USE THE 5 METHODS/SKILLS TO HELP YOU!
- as individuals and as a Team - they work!

Stage Four: Development of the Team Project Paper -

- a) **Overview:** your Team will develop a 12-15 page paper which explores and analyzes a *complex behavioral work (or group) situation from each Team member*, which he or she has personally experienced. The situation from each Team member may be positive or negative. **The Team-as-a-whole must analyze each complex work story and synthesize common threads or themes in a meaningful, sense-making way.**
- b) The tone and approach to the paper must be a **self-reflective** (at individual AND Team levels), **critical analysis of each Team member's story in relation to the theories of Wells and of Field in particular.**
- c) **Other relevant course theories/material** should also be integrated as appropriate, building upon all we have learned and synthesized.
- d) **Proper citations** should be indicated for all references, per APA guidelines. A **bibliography** must be included.
- e) **Structure:** Your Team must decide on the way in which your paper and its many stories will reflect **coherence, clarity and insightful analysis** - per course theory. There should be a well-organized structure with:
 - **Introduction/Overview** (identifies themes and sets the tone).
 - **Main analysis** of each workplace (or group) story, which includes both content analysis (per Wells & Field) AND Team process analysis, per assessments and observations. (The stories themselves should not be included in full, but as threads woven to illustrate your analysis. Supporting information, if needed, should be in the appendices).
 - **Synthesis across stories** – e.g., for example – what are the similarities and differences across the stories, and what does that tell you about the workplace today? About leadership and management? About Corporate America and the global economy? About employees' quality of life? About democracy, human rights, and your responsibility to observe and stay aware? About the "shadow" (Johnson), about "projection" (Wells), and "The Unconscious Organization" (Field)?
 - **Conclusion** (a meta-analysis, NOT a summary). In your Conclusion, you should address the question – "So what?" – what exactly have all of you really learned together about group dynamics, teams and human behavior through this process, and **why** is ANY of this relevant to you at all? (See Syllabus - "letter")
- f) Team members' opinions should be included in a self-reflective manner, and must be clearly delineated from the research theories. Do not force or require consensus, but pay close attention to how and why it does or does not evolve in your Team. Comment on this where appropriate in your paper. When Team members disagree on a key point in the paper, it should be clearly noted.

