

**PEPPERDINE UNIVERSITY  
THE GEORGE L. GRAZIADIO  
SCHOOL OF BUSINESS AND MANAGEMENT**

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Professor**

**PERSONAL DEVELOPMENT FOR LEADERSHIP**

**MBAM/MSGBMSAF  
607.11  
FALL 2008  
Applied Behavioral Sciences Workshop  
Calamigos Ranch  
Week of August 18**

**MONDAYS**

**September 1 –October 13**

**Pepperdine University  
Malibu, California**

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## SYLLABUS

### MBAM 607 Personal Development for Leadership

Mondays

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### COURSE DESCRIPTIONS

#### I. AN OVERVIEW OF THE PERSONAL DEVELOPMENT COURSE

##### Rationale for the Course.

If managers plateau or fail to succeed in the executive suite, it's often because they lack true leadership and "people" skills. All Graziadio School degree programs include Applied Behavioral Sciences and Leadership studies, emphasizing skills and knowledge regarding a range of topics, including:

- becoming effective leaders
- effectiveness in teamwork
- developing flexible leadership styles
- working successfully with varied organizational cultures
- insightfully acquiring and applying self-knowledge
- communicating effectively
- improving learning skills personally and organizationally
- developing global awareness
- managing change competently, etc.

Our alumni validate how influential the Personal Development in Leadership course has been in their careers. The more you know about Finance, Economics, Marketing, Law, Strategy, Quantitative Methods, Organizational Theory, Accounting, and other business and management topics, the more effective manager you will be. But no matter how well you master such topics, you will not achieve complete success *as a leader* unless you can relate effectively to people, to organizational dynamics and to cultural issues.

##### Contexts.

Your career interactions include:

- Customers.
- Your immediate boss.
- Your immediate subordinates.
- Your immediate peers.
- Policymakers within your own organization.
- People at various levels including those who work in other departments, divisions.
- Teams, etc. within your organization.
- Suppliers who sell products and services to your organization.
- Members of professional, industrial, community and cultural organizations.

- Competitors.
- Government officials.
- Others with whom you interact in the course of business and everyday living.

### Roles

An MBA program should prepare you to function successfully in the above contexts, especially as they pertain to the KEY ROLES OF A MANAGER (adapted from Mintzberg's *Nature of Managerial Work*):

- Leader--an inspiring, empowering, productive visionary.
- Figurehead--the "boss" as a symbol of authority.
- Liaison--one who links appropriate groups and individuals.
- Monitor--getting vital information and staying on course.
- Disseminator--processing information strategically.
- Spokesperson--transmitter of information to external environments.
- Entrepreneur--one who initiates valuable, profitable change.
- Disturbance Handler--regulating unforeseen problems.
- Resource Allocator--scheduling; programming work; authorizing.
- Negotiator--a facilitator of agreement.

## **II. CONTENTS AND GOALS OF THE COURSE**

This course is an extension of our time together at Calamigos Ranch. Therefore, students should be aware that this class deals with significant issues that will address personal behaviors and patterns that impact the development of effective leadership skills. By the same token, the course deals with matters that do not always have “black and white” answers. Therefore, there is a potential for ambiguity that can cause discomfort. There will also be an emphasis on students internalizing or personalizing the material within their own schema. So, while I may not always advocate the “right” answer, or that a universal "right" answer exists, I do believe there is a right approach to finding that answer. Graduate programs differ from undergraduate programs in several ways, but one of the primary differences you may notice is that students are expected to be much more involved in their own learning, demonstrate thinking and application of course materials. Many find this approach challenging and in some cases uncomfortable. However, there is no “one best way” to manage people. Yet there are proper frameworks to help determine the most appropriate way given the situation and people involved.

To enhance success in all of the Roles, Contexts and Perspectives previously outlined, information and skills are needed in relation to specific key topics. The actual course content and processes will transcend the topics listed below as we include vital aspects, which permeate all the course topics. For example, it is very important to know how ambiguity tends to be viewed by anyone with whom you interact. It is also important to know your own tolerance for ambiguity and your ability to function successfully in vague situations. This "functioning-with-ambiguity" element is one of several, which we will relate to all of the topics below.

This Contents and Goals section of the syllabus has two major parts:

- The major topics and goals that give structure to the flow of the course (the topics which appear on the Schedule of Topics and readings; the order of subjects we will be studying)
- The objectives we hope each student will manifest by the end of the trimester.

### Major Topics and Goals, Which Form the Course Structure.

**MOTIVATION AND VALUES.** Understand the application of various theories, which help us comprehend why people behave the way they do. See how motivation influences productivity, leadership, and cooperation. Be able to apply motivational ideas to organizational productivity.

**GROUP, TEAM AND INTERGROUP DYNAMICS.** Develop effective groups and teams. Important process goal: Create a team, which will optimize productivity, personal growth, group effectiveness, camaraderie and interpersonal skills.

**LEADERSHIP, POWER AND POLITICS.** Learn and apply various leadership styles and power bases pertaining to optimal productivity. Adapt to situational variables.

**GLOBALIZATION AND CULTURE.** Discover, understand, utilize and mold the following: styles, norms, values, beliefs, rituals, assumptions, collective understandings, histories and myths for corporate effectiveness. Comprehend differences among various cultures and sub-cultures. Be more competent in dealing with human behavior differences among nations.

**COMMUNICATION AND CONFLICT MANAGEMENT.** Understand and improve the communication process interpersonally and organizationally. Listen effectively. Write well. Lead productive meetings. Make successful presentations. Give constructive feedback. Overcome barriers to communication.

**ORGANIZATIONAL CHANGE AND DEVELOPMENT.** Learn the forces and processes of change and be able to prevent and reduce resistance to change. Learn keys to successful organizational development.

**EMOTIONAL INTELLIGENCE AND DECISION MAKING.** Develop awareness and skills for such essential qualities as self-awareness, problem-solving, initiative, empathy, adaptability, persuasiveness, and influence.

Outcomes to Manifest.

In addition to knowledge and skills related to the course topics above, students will develop in relation to the following outcomes:

- Greater knowledge of your assets and liabilities and the ability to relate them to your career.
- Enhanced appreciation of the ethical issues involved in business and industry and a commitment to responsible behavior.
- More awareness of how you became who you are and of where you will go from here with your life and career.
- Enhanced listening skills.
- Increased tolerance for ambiguity and the ability to function productively in chaotic situations.
- Enhanced awareness of and appreciation for differences.
- Less provincialism and more of a global perspective.
- Sharper perception of how you impact other people.
- Ability to give non-threatening, non-attacking feedback.
- Ability to receive feedback non-defensively.
- Increased flexibility, adaptability.
- Recognition of stress in yourself and others and enhanced skills for coping with stress.
- Increased appreciation for the value of the ability to learn, and enhanced use of various learning styles.

- Greater ability to recognize situational variables that require adapting leadership styles.
- Facility in blending rational and imaginative tools for creative problem solving.
- Ability to utilize motivational theories for greater productivity in yourself and others.
- Enhanced skill in facilitating group dynamics that fosters co-operation.
- Forming teams that help us succeed.

### **III. COURSE REQUIREMENTS AND EVALUATION**

**RELEVANCE.** Course requirements contribute to your grasp of relevant knowledge and your mastery and application of pertinent skills.

**INVOLVEMENT.** As a responsible adult, you contribute intelligence, knowledge, creativity, experience and active involvement to our class. Active learning is expected of every student.

**APPLICATION.** Written work and interactive experiences in this course will require you to apply pertinent insights, to experiment with relevant knowledge, to practice appropriate skills.

**"KNOWLEDGE."** In this course, "knowledge" includes self-knowledge, awareness of group dynamics, etc., in addition to "objective fact" knowledge. Mastery of ideas in Human Behavior in Organizations will be evaluated primarily by your understanding of, integration of, and application of the course content, though "objective tests" will count for part of your course grade.

#### **Bases for Grading:**

1. Team Project I: 20% of your grade.
2. Team Project II: 30% of your grade.
3. Individual Project III: 20% of your grade
4. Participation. 30% of your grade

Participation includes evidence of the completion of all reading assignments, active contribution to projects (including team contribution and involvement), online class contribution and on-time class attendance:

**Participation:** Sheer volume of participation is not what is required; quality counts more than quantity, though regular active participation is important. Contribute to effective group process, offer insightful comments and give useful suggestions and helpful information. Peer evaluations will count toward your Team Project II grade. Your Participation grade in the course will be influenced by how well prepared you come to class, how well you demonstrate your understanding of assigned readings and contribute to class discussions. Poor listening or being distracted (web surfing, checking email, IM-ing, side conversations, texting etc.) will result in reduction of course grade. Give each presenter the kind of attention and respect you want to receive when you present. Your participation grade may also be influenced by the quality of shorter written and online assignments and the submission of these on time. Lateness to class could reduce your Participation grade.

#### **Absences:**

Absences may result in a lowered grade for the course, depending on the quality of the student's work, the number of absences and the reasons for the absences. Discuss every absence with the instructor. If you need to leave class early, discuss this in advance with the professor.

Note on Cheating: Plagiarism on papers or cheating on exams may result in expulsion from the university.

Norms: About 2% of students enrolled in the GSBM Professional MBA program maintain a GPA of 3.9 or better. The mean grade a year ago: 3.39 (3.3 or above = B+ and 3.7 or above =A-). At a typical graduation, out of 200 or 300 graduates, two will have a GPA of 3.97 and one will have a 4.0. Occasionally we have two with a 4.0, though sometimes we have none.

Although the class is geared towards personal development, grades are required to evaluate course performance. Performance will include the timely completion and quality of assignments, quality of participation in and contribution to class sessions, demonstrated seriousness of approach to learning, and citizenship behaviors concerning your group. This does not mean humor or personalization is out, it means lack of intensity and avoidance of introspection is detrimental.

Grading and letter equivalents for this course.

95-100=A	80-83=B-
91-94=A-	76-79=C+
87-90=B+	73-75=C
84-86=B	70-72=C-

- A grade of A is reserved for work that is outstanding, above the usual level of graduate performance. Outstanding work is that work which is of high quality and is memorable. Such work stays in the mind of the reader/observer for a period of time. Late work, by definition, cannot qualify as outstanding work.
- A grade of B reflects satisfactory, graduate level work and should be the most common grade given according to university graduate school policy.
- A grade of C reflects unsatisfactory work, below typical graduate level work.

#### **IV. PROJECT ASSIGNMENTS**

##### **PROJECT I**

##### **TEAM DISCUSSION – ONLINE PROJECT**

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##### **DUE DATE: 9/5 at midnight**

Purpose: In your learning teams, create a grounded and meaningful discussion about the interactions of Leadership, Power, Trust and Politics. This will serve as our makeup class for the Labor Day holiday on September 1.

Content Requirements:

The following elements are required in your online discussion:

- In your Learning Teams, create a threaded discussion by posting an individual response to the questions posted in one of the folders provided. Your team may claim an unoccupied folder located in the “Discussion Board” area of our course in Blackboard in which to conduct and post your work.
- Ground your initial individual response in course content by incorporating concepts and theories from assigned readings for this week’s class. For example, as you write about an influential leader, link the characteristics of that person to the assigned readings by referencing three sources from those assigned readings for this project and then further support your work with 2 additional sources outside the assigned text readings.
- Initial individual posts should be a minimum of 500 words in length.
- After posting your individual answer, read and write a brief respond to each of your teammates’ individual postings, creating a threaded discussion.
- All responses should be thoughtful, of high quality (no “I agree with you” kinds of statements) and grounded in the literature about these issues.

- All work is asynchronous, which means you can log into the course to make your contribution to the discussion anytime during the allotted time period for this class session. However, you will increase the likelihood of team success in the project if you coordinate a sort of posting timeline with your teammates and/or consistently post throughout the timeframe (as opposed to waiting until the last day or so). **BE SURE TO COLLABORATE WITH YOUR TEAM TO PLAN YOUR POSTING TIMELINE AND SCHEDULE.**
- *This assignment is available in Blackboard from midnight, August 22 until midnight, September 1.*

Grading will be based on:

- Clarity and quality of individually written summaries;
- Clarity and quality of responses to each teammate's summary;
- Appropriate and clear use of references: three from assigned readings and two from sources outside the assigned readings.
- Attention to basic writing style; grammar, sentence structure, spelling, etc.

## PROJECT II

### TEAM PROJECT ON HUMAN BEHAVIOR IN INTERNATIONAL BUSINESS

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**DUE DATE: 9/29**

GOALS. (1) acquire knowledge and skills which enhance success in international business; (2) comprehend global trends and attitudes toward globalization; (3) understand the impact globalization may be having on a specific culture; (4) appreciate other cultures; (5) perceive the USA in a cross-cultural context; (6) assist an organization to master behavioral aspects of international business; (7) utilize and document on-line collaboration tools in Blackboard; (8) create and maintain an effective team throughout the project; (9) demonstrate your understanding of how your behavior impacted others during your team processes and how other's behavior impacted you.

TASK AND CONTENT. Apply behavioral aspects of international business expansion into two likely target markets, such as: (*these are only examples*; You may choose others). The countries chosen may not be represented within your team and should be presented from a U.S. perspective.

- |                              |                        |
|------------------------------|------------------------|
| 1. Japan/South Korea         | 6. Greece/Italy        |
| 2. Russia/China              | 7. Australia/Indonesia |
| 3. Singapore/Hong Kong       | 8. Brazil/Mexico       |
| 4. Germany/England           | 9. Canada/Sweden       |
| 5. India/any European nation | 10. Spain/France       |

Write a paper in appropriate APA formatting and prepare a 30-minute presentation that orients managers to behavioral aspects of doing business in the two countries. The table below suggests areas to consider in your preparation. Since you are in "Personal Development for Leadership" course develop the middle column *most substantively as they relate to doing business in that country*. **NOTE: Trade and Background issues should be developed only in the context of how they impact or interact with behavioral issues.** Back up your work with current or very recent sources.

<u>"TRADE" ISSUES</u>	<u>BEHAVIORAL ISSUES</u>	<u>BACKGROUND ISSUES.</u>
<i>Politics in trade issues</i>	<b>Leadership Styles</b>	<i>Military</i>
<i>Relationship with neighbors</i>	<b>Mores/customs</b>	<i>Basic geography</i>
<i>GDP</i>	<b>Attitudes toward change</b>	<i>Languages</i>
<i>Exports/Imports</i>	<b>Religion(s)</b>	<i>Historical overview</i>

<i>Balance of trade</i>	<b>Rituals and rites</b>	<i>Demographics/population</i>
<i>Technology</i>	<b>Values/ethics/taboo</b>	<i>Immigration trends</i>
<i>Competitors</i>	<b>Family life</b>	<i>Ethnic groups/subcultures</i>
<i>Economic trends</i>	<b>Women in society</b>	<i>Education</i>
<i>Major industries</i>	<b>Treatment of minorities</b>	<i>Natural resources</i>
<i>Biggest companies</i>	<b>Communication patterns</b>	<i>International relations</i>
<i>Alliances</i>	<b>Motivational dynamics</b>	<i>Political structure</i>
<i>Ecological stances</i>	<b>Attitudes about diversity</b>	<i>Aboriginal peoples</i>

*Include other pertinent themes developed in the course.*

## **COMPLETION REQUIREMENTS**

NOTE: The following completion requirements make up the grading rubric for this Project.

EXECUTIVE SUMMARY. Write a one page executive summary to be distributed to the professor and other members of the class just prior to your team presentation. The summary should provide an overview of your project, highlighting the key findings the class. It also should also help class members: (1) grasp the essence of the cultures involved; (2) utilize practical pointers on how to behave when traveling, doing business, or simply interacting with residents in each country.

TEAM DYNAMICS. As an appendix to your paper, include a 2 page discussion of your team's group dynamics and issues addressed in your team's processes. An open and honest assessment and discussion of how your team managed itself is required, rather than a report of "successful" team interactions.

GUIDELINES/MECHANICS. Your APA formatted team paper should be no more than 10 pages (*excluding* the executive summary and reference page) in length. Your team dynamics discussion will be in addition to those 10 pages. Organize your paper coherently, following basic APA requirements for writing papers. Appropriately cite all sources throughout the paper. As in all graduate level writing, the summary should be well written.

PRESENTATION. Ideas should be presented clearly and in depth in a very interactive and creative style covering all essential information. Presentation should be organized coherently and presented in a direct, engaging management style. Presenters should exhibit professionalism, poise and tact and incorporate appropriate learning aids (PPT, graphs, illustrations, etc). Presentations should be about 20 minutes in length and should engage the class in learning. Presenters should be prepared to answer all class questions clearly and in depth. (Thinking on your feet. Maintaining relevance.)

### Suggestions for Enriching Your Presentation

1. Create a company/product; Bring in product prototype to be marketed within the cultures you have researched. Or bring visuals or brochures on organization's product(s) or service(s).
2. Circulate organizational literature.
3. Include a guest (co-worker, manager, customer, etc.) who amplifies or supports part of your presentation.
4. Tape an interview, and play part of the tape in class. Be sure you have permission from any person(s) recorded.
5. Bring in organizational artifacts, or photos, or models, or other representations of artifacts.

6. Simulate the actual atmosphere/environment of the organization. For example, chair a staff meeting in which you imitate the leader while the students in the class pretend they are the participants. Coach them on how they are to behave. Then you behave as the leader actually behaves "back at the plant."
7. Individual role-play. Coach participants beforehand. Or you and your co-presenter do the role-play. Imitate tones of voice, gestures, postures, choice of words, etc.
8. Small group discussions. Small group could tackle the same questions or different questions.
9. Simulate group negotiations. Assigned groups meet separately, deliberate, then "face off" for a negotiation. (e.g., management---subordinates; customer---supplier; Department Q-- -Department Z; R & D---Marketing; Production---Engineering---Customer Service, etc.).
10. Create an original way to dramatize the situation.
11. Panel discussion.
12. Appoint Consulting Teams who propose how they would go about improving the situation. Possible addendum: You then decide which Consulting Team you would recommend and why.

### **PROJECT III**

#### **INDIVIDUAL APPLICATION REPORT**

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**Date Due: 10/13**

**GOALS:** To apply course concepts to yourself and your career in a reflection paper. The goal is to engage in self-reflection pertaining to your leadership style, applying lessons learned from your readings including how it applies to your life as a manager/leader/human being. Your paper should include the following:

- **An *analysis*** of your individual strengths and weaknesses. Draw from material presented in class, self-reflection, feedback from team members and other colleagues to provide a comprehensive self-examination. You may also include results from behavior profiles/assessments.
- **A *plan*** to improve the areas of needed change. It is important to be specific, avoid change strategies such as, "I will overcome my tendency to not speak up in a group by being more assertive." Even though the statement may be true, the real issue is the lack of assertiveness, therefore, the underlying, more in-depth, response is one that describes specific plans to increase assertiveness.
- **A *description*** of the consequences for your learning and growth as a person and/or future manager or leader. What have you learned about yourself and others that you can put to work to meet your goals for your life and your work? What are your next steps in this kind of learning?

### **V. REQUIRED TEXTS**

Judge and Robbins (9<sup>th</sup> Edition) Essentials of Organizational Behavior  
Senge, Peter, The Fifth Discipline (Revised Edition)

A list of required Journal Articles will be distributed in class and in Blackboard. These articles can be downloaded by accessing the library online.

## **VI. CLASSROOM GUIDELINES**

**TACT WHEN DISAGREEING.** When you disagree with the texts, or with the instructor or with fellow students, do so with an open mind. As you know, expressions such as "I totally disagree with you" tend to put others on the defensive.

**SEATING.** It's amazing how attached students become to a particular seat, even after sitting there only once! Switching locations and neighbors challenges us to deal with change, so we will do so occasionally.

**LISTENING.** Track other people's presentations and respond pertinently. Avoid side conversations when someone is presenting; share your ideas with the entire class. Give the presenter the attentiveness you desire when you are presenting.

**LATENESS.** Emergencies at work, travel problems, etc. may cause occasional lateness. Chronic lateness is unacceptable and may result in a lowered grade for the course. Please withdraw from the class if you anticipate being late consistently.

**PHONES.** Please, no paging, texting, e-mail, or cell phones during class. If you require an exception, discuss it with the professor beforehand.

### **GENERAL CRITERIA USED IN GRADING COURSE PAPERS:**

**DEPTH.** Analyze with astute insight, comprehension and intelligence.

**SUBSTANCE.** Give significant information.

**THOROUGHNESS.** Develop comprehensively.

**PROPORTION.** Achieve appropriate balance.

**PERTINENCE.** Preserve relevance throughout.

**EVIDENCE.** Validate, authenticate consistently.

**PRECISION.** Be exact; include specific examples and details.

**COHERENCE.** Maintain connectedness, cohesion.

In addition, your paper should include:

- A clear, easy-to-follow style of writing in basic APA format.
- An Introduction and a Conclusion.
- A cover page, which includes your name, course number/section, date, etc.
- A reference page of all cited works used to ground your paper.
- A concise style that gets to the point directly.
- Back up your writing with appropriate sources and cite them in your text.

Obviously, you want to avoid:

- Superficial development of ideas.
- Neglecting course content.
- Making declarative statements without proper references as to the source.
- Leaving out essential aspects.
- Over-developing one or two topics (a lopsided report).
- Wandering from the topic. Rambling.
- Bland, uninspired writing
- Loose statements, with no examples or other substantiation.
- Pages un-numbered or other errors in Format.
- Random structure; lack of integration.

## **VII. CONDUCT**

*Conduct & Policy on Disabilities*

*The University honor code applies to all students. Ethical behavior is*

*a significant part of the Pepperdine culture. The University rules on conduct can be found in the GSBM Catalog. Please check the catalogue index under "Conduct" for the page numbers. Additionally, students with disabilities are encouraged to familiarize themselves with the University's policies in the GSBM Catalog (under "Disabled Student Assistance") or contact the university equal opportunity officer at (310) 506-4208.*