Business 387                  San Luis Obispo                  Dr. A. B. (Rami) Shani
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<div align="right">
Office: 03-446
Office hours: M&W, 10:00-12:00
Phone: 756-1756
Email address: ashani@calpoly.edu
</div>

# ORGANIZATIONAL BEHAVIOR

## I.    REQUIRED TEXTBOOKS

Shani, Chandler, Coget and Lau, Behavior in Organizations: An Experiential Approach, 9th Edition, Irwin, 2009. (ISBN: 0-07-340493-4).

## II.    OVERVIEW

This course is designed to allow the prospective manager to develop an understanding of basic human dynamics in organizations. As such the course provides an opportunity to investigate and experience the relevancy to management and administration of topics whose basis can be found in the applied behavioral and social sciences (psychology, sociology, political science, etc.).  In general, this course will explore the interactions between individuals and the systems in which they live and work.  Individual and group levels of analysis are included in covering such topics as perception, communication, motivation, group development and performance, work design, creativity, quality improvement, individual effectiveness & development, leadership, and intergroup behavior.  The materials applicable to this subject are too vast and numerous to be thoroughly covered in one course; therefore, the best we can hope for is to scratch the surface deep enough so that the student will become motivated to pursue learning in this area on his/her own.

## III.    COURSE LEARNING OBJECTIVES

**OCOB-level Learning Objectives:**
This course will contribute to the attainment of the following BSBA Program Learning Objectives:
-   LO 3.1  : Exhibit the ability to work in a diverse environment.
-   LO 4.3  : Demonstrate effective participation in teams.

**Course-level Learning Objectives**:
Students will achieve learning as follows:

3.1     Knowledge of behavioral and organizational science theory and concepts as applicable to individuals, teams and organizations.

3.2     Understanding of methods and techniques that are helpful in developing effectiveness in individual, teams, and organizations.

3.3     Development of managerial team skills in problem solving, decision making, and communications.

3.4     Knowledge of small group dynamics.

3.5     Better understanding and awareness of own behavior in a variety of work settings.

3.6     Better understanding of perception, motivation and creativity in work settings.

3.7     Improve the capacity for and learning through reflection – the manager as a reflective practitioner

3.8     Understanding approaches to work and organization organization design

3.9     Explore the role organizational culture and the process of change in organization.

## IV.    THE EDUCATIONAL PROCESS

The underlying assumption is that organizations are living, open systems and that learning is best acquired by multiple means. The focus of this course will be experiential, engaging the student actively in the learning process. In addition to conceptual inputs, the course will utilize structured & unstructured exercises, simulations, case analysis and student's presentations in order to: a) provide you with the opportunity to actually experience the behavioral dynamics being studied; and b) to provide situations wherein you can assess the relevance of the dynamics being studied. Because much of the learning and work towards the achievement of course objectives will occur in the classroom, students must

> 1) attend class regularly,
> 2) be fully prepare for class,
> 3) actively participate in a team project and activities outside of class,
> 4) contribute to team learning and class discussions.

Each member of the class will be randomly assigned to a self-managed learning team. Team formation will be made during the first class session and will be for the duration of the course. The purpose of the teams in this course is to provide a vehicle for learning about self, team management, team performance and the dynamics of self-managed teams in organizations. The teams are viewed as self-managed learning teams.

Teams will be assigned specific team tasks during and outside of class sessions and carry out a team project outside of class during the course. Experience has shown that teams are effective if they:

> * Schedule times and places for group meetings early in the course and observe those meeting times. I have scheduled some time within the class periods for group meetings but you will need to schedule outside meeting times.

> * Provide time for socializing with team members; task teams that focus exclusively on the task without building interpersonal relationships tend to experience problems later on.

> * Meet in a place that is appropriate to the purpose of the meeting. A pizza place may be a good place to build social relationships, yet many groups will find that it is not the best place for working sessions.

> * *Ask for instructor's consultation after making an ineffective effort to solve a group problem.*

> * Each team will evaluate the added value contribution of each team member to the team effort.

> * *It is acceptable for a team to fire a non-contributing member.* To do so all the rest of the team should agree and should discuss the problem with the affected individual before I will accept the termination. I'll try to visit with each group during the course. Beyond that, I will be available to consult with any group on process problems in the group.

## V.    PROFESSOR'S EXPECTATIONS ABOUT YOU

1. Come to class. Attendance is key because this class is highly interactive.
2. ***Be on time at the start of class and when coming back from group exercises held in break-out rooms during class.***
3. Read the texts and chapters assigned for each session, prepare the exercises, and participate actively in class.
4. ***Do not use laptops and PDAs in class, read the newspaper, or do anything other than listen, talk about the topic at hand or participate in an exercise. Disconnect your cell-phone.***
5. Respect university rules on cheating and plagiarism (cite and reference outside sources correctly).
6. ***Type assignments (double-spaced, 12-point font, page-numbered, featuring your name(s)) and submit the as instructed.***
7. Keep up regularly with your journal.
8. ***Meet with your study group to prepare and perform group assignments.***
9. Be constructive, collaborative, sincere, original, and courageous in-class participation.
10. ***Responsibility for your own learning.***
11. Commitment to help your study group become a high performing team.
12. ***Be excited about being a member of our learning community!***

## VI.    EVALUATION

| Assignment | Due | % final grade |
|---|---|---|
| Individual Reflective Practitioner Journals | | 10% |
|    1$^{st}$ Journal ………………………………… | Feb 3$^{rd}$, 2014 | |
|    2$^{nd}$ Journal ………………………………….. | Feb 26$^{th}$, 2014 | |
| Team Assignments | | 15% |
|    Activity 2-3 …………………………………… | Jan. 8$^{th}$, 2014 | |
|    Activity 5-3 …………………………………… | Feb. 3$^{rd}$, 2014 | |
|    Activity 13-3 ……………………………….. | Feb 26$^{th}$, 2014 | |
| Team Term Project | | |
|    Paper | March 10$^{th}$, 2014 | 10% |
|    Presentation | March 10$^{th}$,  2014 | 5% |
| 1$^{st}$ Midterm exam<br>   Individual<br>   Team | Jan 29$^{th}$, 2014 | 20% |
| 2$^{nd}$ Midterm exam<br>   Individual<br>   Team | Feb 24$^{th}$, 2014 | 20% |
| Quizzes<br>   2 unannounced quizzes | unannounced | 5% |
| Final take home exam | March 12$^{th}$, 2014 | 5% |
| Participation in class | Every class | 5% |
| Attendance and participation in your teams (peer evaluation – see attached template) | In class and outside of class as teams work through the series of team tasks | 5% |
| | | **100%** |

**Exams.** The two in class exams given in the course will be integrative in nature. The material in the exams will come from the assigned readings, individual and team assignments, in class activities, lectures and class discussions. The exams are most likely to have *both individual and team components* and are likely to be M/C and T/F and/or open ended questions or case analysis.

**Quizzes:** We will cover in this course wide spectrum of the literature about OB topics. You are responsible to prepare the assigned readings prior to the class session. As such, two unannounced quizzes will be given throughout the course about *both the content cover in the previous session and the assigned reading for the current class session*.

**Team Assignments.** Team assignments will be given throughout the course. Three of the assignments are worth 5% each. The following are the team assignments:
1. Activity 2-3 (page 43). Each team is to develop a team name and team logo. A one page paper copy that includes the name of all the team members, the team name, logo and description of the process will be turn in to the instructor at the beginning of the class session on  ***Jan. 8$^{th}$, 2014.***

2. Activity 5-3, task 2 in the S&L book includes a team written assignment. Teams are to complete the analysis of the Slade Company Case (pp. 124-131) and submit the assigned page (either page 133 or 135) on ***Feb. 3$^{rd}$, 2014.*** A paper copy is to be turned in to the instructor at the beginning of the class session.

3. Activity 13-3. Teams are to complete "The Woody Manufacturing Activity, Activity 13-3 (pp. 393—394) and submit a paper copy of the team proposal (Task 2a) on ***Feb 26$^{th}$, 2014*** at the beginning of the class session. Teams will also deliver 4 minute presentation that captures the essence of the proposal (Task 2b).

**Team Project.** Each team will have to choose one of three possible projects: 1. Mini Research Project about an OB topic; 2.Business plan; 3. Noble Team Project.

1. ***Mini Research Project about an OB topic*** – The team will identify one of the topic areas covered in the course, conduct a literature research on the topic, identify 8 empirically-based articles that were published since 1999 and write a short synopsis paper based on the findings. One page proposal for instructor's approval is ***due electronically by noon, January 22nd, 2014***. The team paper is not to exceed 10 typed pages (double space) and is due by ***March 3rd, 2014*** at the beginning of the class session. The last part of the paper should include ***one paragraph of individual reflection from each team member and one or two paragraphs team*** reflections on leading, facilitating and participating in such team activity. Each team will have 4 minutes to present both the essence and learning from the project. *The paper should include complete copies of the eight articles. See page 8 in this syllabus for possible journals list that focus on OB related topics.*

2. ***Business Plan*** – The team will identify a product or a service idea that is noble and develop a business plan for making it happened. The business plan typically includes the following sections: Executive summary, mission/goals/strategy, market, operations, management/staffing, financial projections, contingencies and appendices. One page proposal for instructor's approval is ***due electronically by noon, January 22th, 2014***. The team paper is not to exceed 10 typed pages (double space) and is due by ***March 3rd, 2014*** at the beginning of the class session. The last part of the paper should include ***one paragraph of individual reflection from each team member and one or two paragraphs team*** reflections on leading, facilitating and participating in such team activity. Each team will have 4 minutes to present both the essence and learning from the project.

3. ***Noble Team Project.*** The team will identify and carry out a noble idea for a team task in the community and report on the experience. Some of the team projects in the past resulted in the following: An elderly man's house got a much needed paint job; a woman with a severe illness had her yard weeded and cleaned, and students participated in relief work at a local hospital during a difficult shift. The team report should include the following: description of the team task and how it came about; description of how the team worked together on accomplishing the task and; initial analysis of the team experience while utilizing relevant course concepts. The last part of the paper should include ***one paragraph of individual reflection from each team member and one or two paragraphs team*** reflections on leading, facilitating and participating in such team activity. One page proposal for instructor's approval is ***due electronically by noon, January 22nd, 2014.*** The team paper is not to exceed 10 typed pages (double space) and is due by ***March 3rd, 2014*** at the beginning of the class session. The last part of the paper should included ***one paragraph individual reflection from each team member and one or two paragraphs team*** reflections on leading, facilitating and participating in such team activity. Each team will have 4 minutes to present both the essence and learning from the project.

**Individual Journal about the Team's activities.** Becoming a reflective practitioner requires the development of journaling skills. Each student is required to keep a detailed journal of the team's activities and experiences. Following each activity (whether in or out of class) you are required to capture the essence of the activity in a separate notebook. In general, each journal entry should include the following parts: Describing the essence of what took place (the content); reflection on the team process; an initial list of relevant course concepts that might shade some light on the team process, dynamics and outcomes, and; a personal reflection of how could you help improve the group's functioning (see module 3 in the course textbook and pages 9 and 10 in this syllabus). Many individuals found the use of bullet points on power point slides a great way to capture the essence of the experience. **For the two individual journals that will be turned in for grading you are been asked to provide your journals in power point slide, using bullets format (Maximum two lines per bullet!). You are to use "ARIAL font" and font size that is 20 or larger. Each journal entry is not to exceed 6 power point slides.** The journals are due on _**Feb 3rd, 2014 AND Feb 26th, 2014 in hard copy (paper) at the beginning of class**_.

**Take home final exam.** The final take home exam is a comprehensive journal entry about one of the team activities that you view as **_the most influential team activity_** in term of its impact on the team's development and performance (it cannot be one of the journals that were submitted for grading throughout the course). The format of this journal entry should follow the same as of the two journals that were submitted during the course. **(I.e., power point slide, using bullets format (Maximum two lines per bullet!), you are to use "ARIAL font" and font size that is 20 or larger. Due to its comprehensive nature, the journal entry is not to exceed 10 power point slides).** This means that you are expected to be more comprehensive on all four journal categories, especially in your "interpretation" section. _**The take home exam is due on Wednesday, March 12th, 2014 at the beginning of the last class session.**_

**Attendance is mandatory.** Since __attendance__ is key to learning in this course, it will be checked at each class. __**Absences**__ will **SIGNIFICANTLY** affect your final grade. You are all **allowed one (joker) absence** with no questions asked. Beyond this, unless you have a medical certificate that justifies an absence, each absence will lower your final grade in the class by **one-third of a letter grade,** meaning that if your final grade were to compute as an A, but you were absent twice, your grade will be changed to an A-; if you were absent 3 times, it will be changed to a B+; if you were absent 4 times, it will be changed to a B, etc.

**Participation.** The following is the scale for my assessment of student participation:

    **5 = excellent contribution:** Consistent contribution to class discussions, regular indication of thorough preparation and thought, regular assistance to others in clarifying their behavior and its consequences and suggesting alternatives, building on the contributions of others to develop a more complete understanding of the issues being discussed

    **4 = good contribution:** Consistent contribution to class discussions, indications of preparation and thought, occasional assistance to others in clarifying their behavior and its consequences and suggesting alternatives, occasional building on other's contributions

    **3 = fair contribution:** Infrequent contribution to class discussions, little indication of prior preparation and thought, infrequent assistance to others or criticism without constructive alternatives

    **2 = poor contribution:** Little or no contribution to class discussions, indication of no preparation or thought, no assistance to others or frequent criticism without constructive suggestions

**Grades.** The following scores are indicative of the grade you may earn at the end of the class:

A to A- 90-100%; B+ to B- 80-90%; C+ to C- 70-80%; D+ to D- 60-70%; F Below 60%

TENTATIVE COURSE SCHEDULE

| MEETING DATE | TOPIC | PREASSIGNED READINGS/ACTIVITIES | IN CLASS ACTIVITIES |
|---|---|---|---|
| Monday, 6/1/14 | **Introduction** | | Activity 1-1 |
| Wednesday, 8/1/14 | **Expectations at Work and Human Behavior** | 1. Read **SCCL** : a. Introduction pp. xv-xvi;<br>                    b. Module 1 pp. 1-4 and 11-21.<br>2. Individuals are to complete Activity 1-1, pages 4-6. Respond to all three alternatives listed. Your response should not exceed 2 typed double-space and will be collected at the beginning of the class session.<br>3. Individuals are to complete Task 1 in Activity 2-1.<br><br>4. <u>Team Assignment:</u> Teams are to complete assignment 2-3, page 43 and prepare a power point slide with your team logo.<br><ul><li>Teams will have 2 minutes to present the team name, logo and review the team process to the rest of the class. (Capture your presentation in 2-3 power point slides).</li><li>A paper copy that includes the name of all the team members, the team name, logo and description of the process will be turn in to the instructor at the beginning of the class session.</li></ul> | Activities 2-1, 2-3 & 2-5 |
| Mon, 13/1/14 | **Learning and Appreciative Inquiry** | 1. Read: a. Module 2, pp. 25-36<br>     b. Module 3, pp. 49-59<br>   c. Guide to the development of reflective skills, syllabus, pages 8 and 9<br><br>2. <u>Team Assignment:</u> Teams are to complete assignment 2-5, page 44-46. One copy is to be submitted at the beginning of the class session. | Activities, 2-2 and 2-3 |
| Wed, 15/1/14 | **Leaders and Leadership** | 1. Read Module 4, pp.71-85<br>2. Read pages 191-193 and Module 8, pp. 197-213<br>3. Prepare Donny is My Leader Case for class discussion (pp. 223-226). | Activities 8-1, 8-2 and 8-3. |
| Mon, 20/1/14 | **Martin Luther King Day** | | |
| Wed, 22/1/14 | **Team Project** | No formal class meeting. Teams are to complete "The Team Project Proposal" and submit the proposal electronically, send to the instructor's email address, **ashani@calpoly.edu** as an attached PDF file, *by noon*. | |
| Mon 27/1/14 | **Individual difference and Personality** | 1. Read Module 4, pp.71-85<br><br>2. Individuals are to complete the Myers-Briggs test on line (it is free) prior to the class session. **http://www.humanmetrics.com/cgi-win/JTypes2.asp**<br><br>It is critical that you print the results with the letters and the % attached to them AND bring them all to class. | |
| | | | |
| Wed, 29/1/14 | **1st midterm exam** | Prepare for Exam by reviewing **SCCL** modules 1,2,3, 4 & 8, class lectures/activities' notes. | |

| | | | |
|---|---|---|---|
| Mon, 3/2/14 | **Motivation at Work** | 1. Read: Module 5, pp. 101-120<br>2. *1<sup>st</sup> Individual Journal is due at the beginning of the class.*<br>3. Prepare The Slade Company Case for class discussion, (pp. 124-131).<br>4. <u>Team Assignment:</u> Teams are to complete Activity 5-3, teams 1-3 Task 1 alternative 1 – page 133 to be turned in; teams 4-7, Task 1 Alternative 2 – page 135. A paper copy of the team's response (either page 133 OR 135) is to be turned in to the instructor at the beginning of the class session. | |
| Wed, 5/2/14 | **Perception at work** | Read: Modules 6 & 7, pp. 150-164 and 173-187 | Activity - HO. |
| Mon, 10/2/14 | **Work team Problem Solving, Effectiveness and conflict dynamics** | 1. Read: Modules 10, pp. 249-263 and 289-303<br>2. Additional Assignment – YTBD | Activities - YTBD |
| Wed, 12/2/14 | **Group Decision Making and Performance** | 1. Read: Module 11, pages 279-303<br>2. Additional Assignment – YTBD | Activities - YTBD. |
| Mon 17/2/14 | **Presidents' day** | | |
| Wed, 19/2/14 | **Group Dynamics** | 1. Read: a. Module 12, pages 329-344<br>2. Additional Assignment – YTBD | |
| Mon, 24/2/14 | **2<sup>nd</sup> midterm exam** | Prepare for Exam by reviewing **SCCL** modules 5-7,10-12, class lectures/activities' notes. | |
| Wed 26/2/14 | **Work & Organization Design** | 1. Read: Module 13, pages 357-359 and 364-384<br><br>2. <u>Team Assignment:</u> Teams are to prepare Activity 13-3 (pp. 393—394):<br>• The proposals (Task 2a) are due at the beginning of the class session.<br>• Teams are to preparer 5 minute professional presentation (Task 2b) to Mr. Woody.<br>3. *2nd Individual Journal is due at the beginning of the class.* | Activity 13-3 |
| Mon, 3/3/14 | **Creativity & Innovation** | Read: Module 14, pages 397-412<br>Assignment: Team Projects are due at the beginning of the class session. | Activities - YTBD |
| Wed, 5/3/14 | **Organizational Culture, Change & Development** | Read: Module 15 & 16, pp. 424-434 & 444-462 | Activities - YTBD |
| Mon, 10/3/14 | **Community Learning From Team Projects Sharing** | 1. Each team is to prepare 5 minute presentation about the project; key learning from the project content as well as the team process. Thus, the presentation should focus on the what, the why, the how/the data and, take away.<br>2. The paper copy of the team project is due at the beginning of the class session | |
| Final Exam Wed, 12/3/14 Noon | | 1. Course wrap-up<br>2. Take Home Exam is due at the beginning of the class session. The 3<sup>rd</sup> individual Journal is treated as the final exam. Individuals must attach the first two journals. As such you are allowed up to 10 power point slides for this journal entry. | |

# **<u>Organization Behavior</u>**

Academy of Management Journal
Academy of Management Executive
Management Inquiry
Human Relations
Organization Studies
Scandinavian Management Journal
California Management Review
Harvard Business Review
Sloan Management Review
Employee Relations
Journal of Management Development
Leadership and Organization Development Journal
Journal of Organizational Change Management
Journal of Management
Organization
Journal of Applied Behavioral Science
Journal of Applied Psychology
Management Learning
Journal of Human Resource Management
Journal of Management Studies
Leadership Quarterly
Organization behavior and Human Decision Processes
Journal of Vocational Behavior
Journal of Personality and Social Psychology
Personnel Psychology
Journal of Knowledge Management
Journal of Organizational Behavior

## **Developing the Reflective Skills:**

## **A Template/Guide for Individual Journal about the Team's Activities.**

- DEVELOPMENT REFLECTIVE PRACTITIONER SKILLS REQUIRES A LEARNING-BY-DOING SYSTEMATIC EFFORT.

- FOUR ACTIVITIES ARE AT THE CENTER OF MANAGER'S "REFLECTIVE PRACTITIONER SKILLS" COGHLAN & BRANNICK, 2005): EXPERIENCING; REFLECTING; INTERPRETING; TAKING ACTIONS

  _EXPERIENCING_: AS MANAGERS GO THROUGH THEIR DAILY WORK LIFE THEY EXPERIENCE A GREAT DEAL. SOME OF THE EXPERIENCES ARE PLANNED, OTHERS UNPLANNED. SOME ARE WHAT IS DONE TO THEM BY OTHERS. SOME EXPERIENCE ARE COGNITIVE; THEY OCCUR THROUGH THE INTELECTUAL PROCESSES OF THINKING AND UNDERSTANDING. SOME OCCUR IN FEELING AND EMOTIONS; AT TIMES MANAGERS FEEL ANGRY, FRUSTRATED, SAD, LONELY AND SO ON. OTHER EXPERIENCES MAY BE EXPERIENCED BY THE BODY; EXCITED ENERGY, EMBARRASSED BLUSHING, TIGHTNESS IN THE STOMACH, HEADACHES, ULCERS OR SICKNESS. THE ABOVE THREE – COGNITIVE, FEELINGS AND BODY AWARENESS – ARE WHERE EXPERIENCING OCCURS AND MANAGERS CAN LEARN BY ATTENDING TO THESE --- For your Journal entry, describe the essence of what took place - the content - just like a journalist/reporter will report on an event that she observed while staying focus on the facts and keeping out any judgmental/evaluative/personal opinion statements.

  _REFLECTING:_ ATTENDING TO EXPERIENCE IS THE FIRST STEP TO LEARNING; THE SECOND STEP IS TO STAND BACK FROM THESE EXPERIENCES AND INQUIRE INTO THEM. REFLECTION IS THE PROCESS OF STEPPING BACK FROM EXPERIENCE TO PROCESS WHAT THE EXPERIENCE MEANS, WITH A VIEW TO PLANNING FURTHER ACTION. REFLECTION IS A KEY TO LEARNING AS IT ENABLES MANAGERS DEVELOP THE ABILITY TO UNCOVER AND MAKE EXPLICIT TO THEMSELVES WHAT THEY HAVE PLANNED, DISCOVERED AND ACHIEVED IN PRACTICE --- For your Journal entry, Reflect on the team process (i.e., How is the team working? How does the team begins to work on a task? What is the process that the team seems to follow? Any specific phases? Problem solving process? Decision making process? Leadership dynamics? Interpersonal dynamics? What are some of the norms that are emerging – around participation, involvement, being ready, communication, leadership, collaboration, conflict resolution,….? What are some of the roles that are developing? Subgrouping?, …...)

*INTERPRETING:* INTERPRETING IS WHERE MANAGERS FIND ANSWERS TO THE QUESTIONS POSED IN THE REFLECTION. INTERPRETING IS A PROCESS WHERE MANAGERS DRAW ON **THEORIES or MODELS AND CONSTRUCTS or VARIABLES** TO HELP THEM MAKE SENSE OF THIER EXPERIENCES --- For your Journal entry, capture what are some of the pattern that you are seeing? What are some of the relevant concepts and/or models and/or theories that help you make sense of the experiences? What is the insight that they provide?

*TAKING ACTION*: TAKING ACTION IS THE PROCESS OF ACTING AS A RESULT OF EXPERIENCING, REFLECTING AND INTERPRETING --- For your Journal entry, List some possible action ideas that could help you and the team improve the group's functioning and performance.

- JOURNALS: A systematic and regularly kept record of events, dates and people. An interpretative, self-evaluative account of your personal experiences, thoughts and feelings, with a view to trying to understand your own actions. A useful way of dumping painful experiences. A reflective account where you tease out interpretations. An analytic tool where data can be examined and analyzed.
- Each student is required to keep a detailed reflective journal that focus on the team's activities and experiences. Following each activity you are required to capture the essence of the activity in a separate notebook or a folder in your computer in which you capture and store your notes.
- As such, each journal entry should include information about the four elements listed above - EXPERIENCING; REFLECTING; INTERPRETING; TAKING ACTIONS

Name: _____
Team Name: _____

# INDIVIDUAL JOURNAL ABOUT A TEAM EXPERIENCE - EVALUATION

1 = low   2 = Somewhat Low   3 = Moderate or Average;   4 = Somewhat high    5 = High

Evaluation Criteria:

1. The overall holistic nature of the experience/event "the story" (descriptive part).

   1  2  3  4  5

2. The quality of the "reflection" sections

   1  2  3  4  5

3. The quality of the "interpretation" sections. The degree to which the individual demonstrated the ability to identify relevant course content.

   1  2  3  4  5

4. The quality of the "interpretation" sections. The degree to which the individual demonstrated the ability to apply the identified relevant course content to the experience

   1  2  3  4  5

5. The quality of the "action steps"

   1  2  3  4  5

6. Degree of individual's insights on the total team experience.

   1  2  3  4  5

7. The overall quality of the JOURNAL. The degree to which the individual demonstrated the ability to use the reflective practitioner cycle

   1  2  3  4  5

8. The extent to which the journal meets the format requirements

   1  2  3  4  5

Comments:

Name: _____

Team Name: _____

# *FINAL* INDIVIDUAL JOURNAL ABOUT A TEAM EXPERIENCE - EVALUATION

1 = low   2 = Somewhat Low   3 = Moderate or Average;   4 = Somewhat high    5 = High

Evaluation Criteria:

1.  The overall holistic nature of the experience/event "the story" (descriptive part).

    1  2  3  4  5

2.  The quality of the "reflection" sections

    1  2  3  4  5

3.  The quality of the "interpretation" sections. The degree to which the individual demonstrated the ability to identify the most relevant course content that capture the experience.

    1  2  3  4  5

4.  The quality of the "interpretation" sections. The degree to which the individual demonstrated the ability to use apply the identified relevant course content to the experience.

    1  2  3  4  5

5.  The quality of the "action steps"

    1  2  3  4  5

6.  Degree of individual's insights from the total team experience.

    1  2  3  4  5

7.  Progression/improvement from previous journals

    1  2  3  4  5

8.   The extent to which the journal meets the format requirements

    1  2  3  4  5

Comments:

# Attendance and participation in your teams – Peer assessment

To which extent did each of your team-members engage in the following **behaviors** within your team?

<u>Circle one number:</u>     **1-Almost never_____ 3- Sometimes_____ 5- Almost always**

| Category | Behavior | Team-mate 1: | Team-mate 2: | Team-mate 3: | Team-mate 4: | Team-mate 5: | Team-mate 6: |
|---|---|---|---|---|---|---|---|
| **Team leadership** | To what extent did team-mate X articulate goals for the team? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X summarize the team's work by writing on the board, sending team-minutes by email, assigning action items to team-members, etc? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did teammate x encourage task-related conflict in a way that benefited the group? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X willingly moderate conflict about people? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X promote and maintain high standards for the team? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| **Sensitivity to Diversity** | To what extent did team-mate X recognize, acknowledge, and accept other team-members' perspectives? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X seek out and include the perspectives of other team-members when making decisions? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| **Team facilitation** | To what extent did team-mate X check for consensus within the team? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X help others who needed help? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |

| Category | Behavior | Team-mate 1: | Team-mate 2: | Team-mate 3: | Team-mate 4: | Team-mate 5: | Team-mate 6: |
|---|---|---|---|---|---|---|---|
| | To what extent did team-mate X fulfill a productive team role such as timer, facilitator, minutes writer, or scribe? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X elicit the participation of silent members? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X limit the participation of dominant members? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X agree with other team-members? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| **Task contribution** | To what extent did team-mate X generate ideas and solutions? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X attend regularly and on time to team meetings? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |
| | To what extent did team-mate X contribute to the work-load outside of the team meetings? | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 | 1-2-3-4-5 |

If you are given 100 points to divide between your team mates, how many points would you allocate to each member of the team, including yourself, based on the overall added contribution to the team performance in the course?

| Name of team member | points |
|---|---|
| Me | |
| X.. | |
| Y.. | |
| Z.. | |
| D.. | |
| G | |
| Total points allocated | 100 |

# Team Activity Presentation

1 = low   2 = Somewhat Low   3 = Moderate or Average;   4 = Somewhat high    5 = High

Dimension

1.      Planning and Organization.  The presentation was well planned and organized.

        1  2  3  4  5

2.      Group interaction and flow.  The presentation showed good coordination rather than being a series of individual presentations.

        1  2  3  4  5

3.      Quality of speaking.  The presenters spoke clearly, were relaxed, and used proper words and grammar.

        1  2  3  4  5

4.      Creativity in the session design.

        1  2  3  4  5

5.      Knowledge of topic.  The presenters provided strong content and were confident in delivering it.

        1  2  3  4  5

6.      Use of Media.  The presenters used appropriate techniques and media to deliver the information.

        1  2  3  4  5

7.      _____

        1  2  3  4  5

Comments:

_____
_____
_____
_____
_____

# CASE ANALYSIS ASSESSMENT

1 = low   2 = Somewhat Low   3 = Moderate or Average;  4 = Somewhat high    5 = High

Evaluation Criteria:

1.  To what extent you have captured the major facts in the case.              1  2  3  4  5

2.  Based on the facts, to what extent you have identified the relevant 'level' and 'time frame' for the analysis
                                                                                1  2  3  4  5

3.  The extent to which you have chosen and defined the most relevant concept/models/theories for the case
                                                                                1  2  3  4  5

4.  The extent to which you have demonstrated the ability to apply the chosen concepts/models/theories to the
    case analysis                                                               1  2  3  4  5

5.  The extent to which you have demonstrated the ability to integrate the concepts used into a comprehensive
    and integrative analysis.
                                                                                1  2  3  4  5

6.  Overall quality of the paper:                                               1  2  3  4  5

Comments:
_____
_____
_____
_____
_____

# TEAM TERM PROJECT --- EVALUATION (Generic)

1= low          2= Somewhat Low          3= Moderate or Average          4 = Somewhat high          5 = High

Evaluation Criteria:
1.  The overall holistic nature of the team "story" (descriptive part).          1  2  3  4  5
    (If A business plan project -- Comprehensiveness of Business Plan)

2.  Creativity – The product showed creativity in the way (method/media/form,…) the team captured the team experience, presentation, display and organization.          1  2  3  4  5

3.  The quality of the analysis. The degree to which the team demonstrated **extensive application** of course concepts -- that were relevant to the team experience (as documented in the story told in part I)
          1  2  3  4  5

4.  The quality of the analysis. The degree to which the team demonstrated **intensive application** -- the ability to integrate the concepts used into a comprehensive and integrative analysis.
          1  2  3  4  5

5.  Degree of individual's reflection insights on the total team experience.
          1  2  3  4  5

6.  Degree of team's reflection insight on the total team experience.
          1  2  3  4  5

7.  Overall quality of the team product:          1  2  3  4  5

***Comments and Assessment:***
I. PRESENTATION:




Overall Quality of presentation   /5
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II. PAPER




Overall Quality of paper   /10

# A.B. Rami Shani – Short Bio

Rami is a Professor of Organization Behavior and Development at the Orfalea College of Business, California Polytechnic State University. He also served as a Research Professor at the School of Management, Politecnico di Milano, Milan Italy. In addition, Rami held a position of Research Professor at the Stockholm School of Economics during the 1991-2006 period. He received his Ph.D. in Organizational Behavior from Case Western Reserve University in 1981. During his career Rami received many universities, national and international awards for teaching, research and research that impacts practice. He is the recipient of Calpoly's Distinguished Teaching Award and Calpoly Distinguished Research Award. He designed and led variety of courses, seminars and executive development programs in the areas of Organization Behavior, Organization Design, Organization Change and Development and, Research Methodologies. His research interest includes work and organization design, organizational change and development, collaborative research methodologies, learning in and by organizations, sustainability and sustainable effectiveness. Rami is author, co-author or co-editor of 23 books and over 90 articles.

Most recent books include: "Organizing for Sustainable Effectiveness", (Volume 1, Edited with S. Mohrman, Emerald, 2011); "Organizing for Sustainable Health Care", (Volume 2, Edited with S. Mohrman, Emerald, 2012); "Fundamentals of Organization Development", (4 Volumes, Edited with D. Coghlan, SAGE, 2010); "Research in Organization Change and Development, Volumes 16-21 (Edited with W. Pasmore and R. Woodman, Emerald Publications", 2008, 2009, 2010, 2011, 2012 & 2013); "Creating Sustainable Work Systems", (edited with P. Docherty and M. Kira, Routledge, 2002 and 2009); "Behavior in Organizations", (in its $9^{th}$ edition, co-authored with D. Chandler, JF Coget and J. Lau, McGraw Hills-Irwin, 2009); "The Handbook of Collaborative Management Research", (Edited with B. Pasmore, S. Mohrman, B. Stymne and N. Adler, SAGE, 2008); "Learning By Design: Building Sustainable Organizations", (co-authored with P. Docherty, Blackwell, 2003); and, "Collaborative Research in Organizations: Foundations for Learning, Change and Theoretical Development (edited with N. Adler and B. Stymne, Sage, 2004). He is co-editor of new annual research series "Organizing for Sustainable Effectiveness" (co-editor with S. Mohrman, C. Worley and P. Docherty, Sage) and a co-editor (with W. Pasmore and R. Woodman, Emerald Publications) of the annual research series, "Research in Organization Change and Development".

Rami served in leadership/management roles at both Calpoly and the Academy of Management. At the OCOB he served twice as the Management Area Department head/chair and the Academy he served on the Organization Development and Change (OD&C) board and as president of the OD&C division of the Academy of Management. He is on the editorial board of five journals.