San José State University BUS 210 Developing and Managing People
Section: 02 (26690) Spring (1/26-3/15) 2016 Syllabus

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Email: asbjorn.osland@sjsu.edu (use e-mail please – only call cell if I don’t get back to you or if there’s an emergency or urgent matter)
Office Hours: Monday and Tuesday: 5-5:45 p.m. in BT 453

Class Days/Time: Mondays: 2/1, 2/8, 2/15, 2/22, 2/29, 3/7, 3/14 and Friday 3/11 from 6:00 PM - 10:15 PM in BBC 021. There are also two online component to compensate for two classes. Required total hours is 42.

Classroom: BBC 021
Canvas: Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking e-mail address selected by you.

Prerequisites: Graduate standing and restricted to Business - MBA majors only.

Course Description: Based on the philosophy that increased self-awareness and effective self-management lead to more effective management of others, uses experientially focused, integrating models, principles, and activities.

Required Textbooks (can be purchased used online or rented):

Other Readings: Cases by instructor and articles on Canvas as part of discussions

Grading Scale (100 points total):

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<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
<td>94% and above</td>
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<tr>
<td>A-</td>
<td>93%-90%</td>
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<td>B+</td>
<td>89%-87%</td>
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<td>B</td>
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<td>B-</td>
<td>83%-80%</td>
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<td>C+</td>
<td>79%-77%</td>
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<td>C</td>
<td>76%-74%</td>
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<td>C-</td>
<td>73%-70%</td>
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<td>D+</td>
<td>69%-67%</td>
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<td>D</td>
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<td>D-</td>
<td>63%-60%</td>
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<td>F</td>
<td>Below 60%</td>
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Assignment schedule: All written work is submitted to Canvas. 2/1, 2/8, 2/15, 2/22, 2/29, 3/7, 3/14 and Friday 3/11

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading and homework to be done prior to class</th>
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| 1    | 2/1  | Setting the Global Stage  
The Psychological Contract & Commitment  
Theories of Managing People | Preface, Introduction plus Workbook chapters 1, 2; select teams and weeks for presenting the chapters; discuss syllabus and possibly revise. |
| 2    | 2/8  | Individual & Organizational Learning  
Group Dynamics and Teamwork | Workbook chapters 3 & 10; Reader reflection on Reader chapters 1, 2, 3, 4 & 11 (choose one or two); Workbook and Reader reflections and discussions due 9 am before class (Monday) on Canvas each week. First bi-weekly note on CBT: conceptualize the problem (around 500 words); Team presentation |
| 3    | 2/15 | Decoding Human Behavior  
Individual and Organizational Motivation | Workbook chapters 4 & 5; Reader reflection on chapters 5 & 6 (choose one or two); Team presentation |
| 4    | 2/22 | Ethics and Values  
Personal Growth & Stress  
Interpersonal communication | Workbook chapters 6, 7, & 8; Reader reflection on chapters 7, 8 & 9 (choose one or two); Bi-weekly note on CBT: move from knowing to doing via personal development planning (around 500 words); Team presentation |
| 5    | 2/29 | Perception & attribution  
Problem solving | Workbook chapters 9 & 11; Reader reflection on chapters 10 & 12 (choose one or two); Team presentation |
| 6    | 3/7  | Managing Creativity  
Conflict & Negotiation  
Managing Diversity | Workbook chapters 12, 13, & 14; Reader reflection on chapters 13, 14 & 15 (choose one or two). Bi-weekly note on CBT: strengthen commitment by enhancing accountability (around 500 words); Team presentation |
| 7    | 3/11 | Leadership  
Organization Culture | Workbook chapters 15 & 16; Reader reflection on chapters 16 & 17 (choose one or two). Team presentation |
| 8    | 3/14 | Decision making  
Power & Influence  
Empowerment & Coaching | Workbook chapters 17, 18 & 19; Reader reflection on chapters 18, 19 & 20. Bi-weekly note on CBT: |
celebrate and cement gains via self-reflection (around 500 words); Team presentation.

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<th>9</th>
<th>Online</th>
<th>Performance Management Organization Design Managing Change</th>
<th>Workbook chapters 20, 21 &amp; 22; Reader reflection on chapters 21, 22, &amp; 23. Online discussion will include commenting on the items posted by one another. Each student is expected to comment twice on a posting by another student. In addition to posting the weekly reflections on the workbook and reader assignments to the drop box, students will also post them to the discussion forum this week. Student comments on postings by other students should total at least 400 words.</th>
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| 10 | Online | CBT discussion | Post a 250 word summary of your CBT to the discussion form. Then comment on the postings of other students. Your comments made about other students’ CBT summaries should total 400 words. Also submit 3,000 word CBT paper by 3/15. |

Assignments:

Assignments: It’s a writing intensive course. I expect all the writing to be academic and formal, aside from postings to the CBT discussion online. Please use APA.  

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| Workbook assignments (300 words weekly) | 9 @ 3 points each=27 |
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| Reader reflections (300 words weekly, posted to drop box in Canvas) | 9 @ 3 points=27 |
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| Cognitive Behavior Therapy - Improvement Plan (CBT- IP) – done in increments with a grand total of 3000 words. Each of the four submissions will be worth 5 points each and the final paper 10 points for a grand total of 30 points. To reach 3,000 words, you may have to include external references to concepts covered in the texts or literature. | 30 points |
|---|

| Group class facilitation (based on Osland, Kolb, Rubin & Turner) | 8 points |
|---|

| Online discussion – session 9 | 4 |
|---|

| Online discussion of CBT | 4 |
|---|

| Total | 100 |
Under files in Canvas, I will provide the PAA guidelines.

The guide for CBT is based on Mendenhall, Arnardottir, Oddou, & Burke (2013) The article was written for cross-cultural competencies but we will use it for anything desired by the student in terms of self-improvement. The following instructions were paraphrased or copied from the above cited article:

Phase 1: Conceptualize the Problem

Conceptualization of the problem is vital to competency development. One must perceive and reconceptualize the dynamics of one’s challenge. One can use interviews with the person and significant others, questionnaires, tests, and homework assignments as means of data collection. Consequently, students can collect information that will help them redefine the problem in terms that yield a sense of control and responsibility and feelings of hope that will lead to specific behavioral interventions; thus, the conceptualization phase provides the basis for behavior change.

Students’ conceptualization of the degree to which they currently possess a given competency is paramount. The ability to conceptualize the reality of their own competencies provides the foundation for students’ willingness to pursue further development efforts. Perhaps the most pragmatic and straight-forward way to accomplish this first phase is through the use of inventories and direct feedback of those results to the students. Through the use of such inventories students’ competencies can be measured, and students can receive feedback that informs them of their levels of expertise. Feedback reports associated with these inventories may contain discrete results for each competency so that students can easily discover how they scored and what those scores mean for them.

If this is not feasible, or if any cost is impractical, students could do a “self-assessment” of their own competency levels. While such self-assessments will likely lack the accuracy that would be associated with assessments from validated inventories, this approach nevertheless provides students with a starting point of self-awareness. It is critical to spend adequate time debriefing the students on the meaning of their inventory scores to ensure that they have a good understanding of the competencies and how their habitual cognitive processes may inhibit or enhance their ability to deploy the competencies. To appropriately explore relevant cognitive processes, homework and clear in-class instruction about the CBT framework and its basic tenets is important. More specifically, to integrate CBT with students’ developmental needs, CBT training can be done directly after the instructor debriefs students on their feedback reports. When teaching the CBT framework, it is important to get “buy in” from students that CBT is relevant and of personal benefit to them. The key in this phase is to ensure that students understand basic CBT tenets and know that it is a practical tool they can and should apply when faced with challenges associated with personal change (e.g., improving their cross-cultural competencies). In the real world, when students work in managerial capacities, they will have to take on the responsibility to develop themselves, and CBT is designed for just such self-development. In sum, attention to pedagogical techniques that help students “conceptualize the problem” is the foundation for developing students’ competencies.
Phase 2: Move From “Knowing” To “Doing” Via Personal Development Planning

In the next phase, students will move from knowing to doing by creating their own personal development plan. Utilizing a personal development plan based on CBT principles can address this concern in a pragmatic fashion, and from a foundation of well-established theory and practice. These plans are based on the concept of “homework” in CBT methods and are viewed as being critical to personal development processes in CBT. 7). Homework develops the skills taught, provides an opportunity for practical application of skills in real-life situations, and affords a basis for evaluation of how useful the skills are to the individual.

Again, CBT assumes that changing the behavior of an individual is often a powerful way of changing the individual’s cognitions, emotions, and physical reactions and vice versa. Consistent with CBT methods, we propose that a personal development plan assignment be designed to (1) focus on incremental behavioral change associated with a particular competency and, (2) use the student’s behavior changes to encourage self-reflection regarding the core beliefs or schema, assumptions, and automatic thoughts pervading the competency. In other words, while students are practicing new behaviors, they simultaneously are also reflecting on how their cognitions influence their ability to progress, and this mutual interplay between behavior and cognition allows for progress to occur in both realms, further spurring progress in competency development. Personal development plans thus should be an integral and foundational aspect of a course, and should be worked on by students throughout the entire semester so that they proactively strive to strengthen a specific cross-cultural competency on a weekly basis.

As we have applied this principle in our courses we have found that concentrating on more than one competency, although possible, is difficult for most students. We thus now limit the personal development plan assignment to focus on only one competency per semester. The specific competency chosen by students could be one that they are fairly proficient in and desire to learn how to deploy more effectively, one that they are personally motivated to build upon, or think they have a reasonable chance to alter, or one that is relevant for an anticipated or desired future global work assignment. The personal development plan should be concrete and measurable in nature, and focused on incremental progress rather than on vague, grandiose, or overly optimistic goals. We allow students to create their own plans with minimal interference from us as instructors; that is, as long as the plan is concrete and incremental, we allow students to deploy it.

The student’s plan must be seen as flexible and adjustable throughout the semester because as students undertake to “work their plan” unforeseen obstacles and learning opportunities usually occur. Thus, if students desire to adjust their plan accordingly, we encourage and support them in doing this, providing input and direction to them if needed.

Phase 3: Strengthen Commitment by Enhancing Accountability

We base the third step of our 4-phase approach for developing students’ cross-cultural competencies on the construct of commitment.
After perceiving the desirability of change, the student must make a commitment to continue engaging in the self-control process to accomplish such a change. Commitment may be made easier by discomfort, by fear of social disapproval over inaction, by the presence of others making similar commitments, or by the encouragement and support of relevant others.

Put simply, commitment must be built into the personal development plan; otherwise, students may stop trying to develop their competency. There are a variety of ways to ensure commitment; for example, one of the authors requires students to send brief e-mails every Monday reporting what they did the previous week to enact their personal development plan, describing the outcomes of their efforts and how they will proceed in the up-coming week, and reflecting upon what they experienced. These weekly e-mails act as “accountability reports” and are part of course requirements—if students fail to submit them, they are penalized.

Whichever commitment approach an instructor decides to utilize, it is vitally important to stress to students that failures and setbacks are normal, and to reiterate that their personal progress will not necessarily be smooth, or predictable. We also emphasize to the students that we are their “accountability person,” not their therapist. As such, we do not give individualized weekly feed-back to students, although other instructors may choose to do so, perhaps in an executive coaching fashion. Rather, we emphasize that the responsibility for applying CBT principles lies in their hands, again a self-learning stance that is congruent with CBT assumptions and practices.

One of the primary attributes of the development of cross-cultural competencies is that of confrontation with events in a novel context, which has the effect of triggering the need to learn, think, and behave in new ways in order to adapt and thrive in the new context. One way to simulate this condition in a classroom setting is to require students to execute their weekly personal development plan at least once or twice in the semester in a context that is unusual for them. This requirement can usually be met by allowing the student to authentically engage in a service-learning, volunteer, or participant-observer event or experience of some kind. For example, the students could volunteer for a day at an AIDS clinic, meet with senior citizens, or attend the services of a religion that is outside the domain of their personal belief systems. One of the authors requires his students to identify such groups and then to identify the cultural gap between themselves and the group using a cultural framework learned in class. The students then are assigned to enter that group and directly interact with its members. Using their competency feedback reports from a cross-cultural inventory, they then are assigned to reflect on how they deployed the various competencies that enabled them to manage the challenging aspects of their cross-cultural experience. The importance of this aspect of Phase 3 is that at times it forces students to deploy their plan in a context that is novel to them, thus enhancing the potentiality for significant competency enhancement to take place.

Phase 4: Celebrate and Cement Gains Via Self-Reflection

At the end of the semester students are required to submit a self-reflection of the overall outcome of their personal development plan. In this self-analysis document, students consider issues such as how effective they were in implementing their plan, what they
learned about “how to learn on my own,” what their next steps will be in their future personal development after the course is over, and any other important personal learning insights they gained from the semester-long assignment. Obviously, there are many ways instructors can craft this assignment in terms of students’ analyses of their learning outcomes, but the important principle is that students be required to reflect upon their progress and their learning in order to solidify lessons learned.

Another option to help students in their reflection process is to use the original cross-cultural inventory that assessed their competencies at the beginning of the course and give it to the students at the end of the semester as a posttest to chart progress made since the beginning of the term. In addition to its value for individual student feedback, this can also be used for AACSB assurance-of-learning purposes. The overarching goal of Phase 4 is for students to end the semester with the ability to see CBT as a competency development tool that they can use beyond the course, indeed for the rest of their lives—the entire classroom experience thus becomes a model for how they can go about self-development after graduation.

The assumptions undergirding CBT approaches—that is, a focus on helping students find their own solutions to personal challenges, an orientation toward tools and techniques that fit individual students’ distinct personalities versus a “one-size-fits-all” personal development plan, and a strong emphasis on individual accountability for personal competency development—fits well within the approach we have proposed. Notably, of interest to business school administrators, our framework can be employed without undue financial burdens on students or on college or departmental budgets.

Missed classes: Two missed classes is the limit. A 1,250 essay on the material covered during the missed class is required to compensate. It must be turned in within a week of the absence unless special arrangements are made. Failure to turn in the essay results in a 10% cut to your grade.

Late papers/assignments: 20% of the value will be lost for each date it is late. However, one can talk to the professor about extenuating circumstances and alternative arrangements can be made.

Classroom Protocol: Please come on time. Turn cell phones off during class except if you have an emergency or urgent call pending that you must attend to (e.g., sick family member). Don’t bring plates of messy food to class. The class is highly participative so you must be fully engaged. Usually that means closing your laptop, which can be a diversion.

Course Goals and Student Learning Objectives:

• To increase your self-awareness
• To help you become more skilled at reading cues and analyzing behavior in organizations using theories and concepts
• To help you learn what actions are appropriate and effective for different situations
• To help you acquire a larger repertoire of management behaviors or skills to use with individuals and teams

• To teach you to think like a management expert and leader

University Policies:

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://www.sjsu.edu/advising/faq/index.htm#add. Information about late drop is available at http://www.sjsu.edu/aars/policies/latedrops/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center to establish a record of their disability.

Learning Assistance Resource Center: The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/

SJSU Writing Center: The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/

Academic Honesty: Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12. Academic Integrity: Students should know the University’s Academic Integrity Policy that is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html
For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.