San José State University
School of Global Innovation and Leadership
BUS 210-01 (24421) Developing & Managing People Spring 2017

Instructor:	Asbjorn Osland
Office Location:	BT 453
Telephone:	(408) (924-3574)
Email:	asbjorn.osland@sjsu.edu
Office Hours:	4:15-5:45 before class each week. I can meet with students immediately after class as well.
Class Days/Time:	Class time is 6-10 pm. The dates are 1/30, 2/3 (Friday evening), 2/6, 2/13, 2/17 (Friday evening), 2/20, 2/27, 3/3 (Friday evening), 3/6, 3/13 for a total of 10 sessions. We will have the final exam during the last part of the 3/13 class and we will also schedule a two-hour online session, which we will discuss the first night of class.
Classroom:	Boccardo Business Center 205
Prerequisites:	http://www.sjsu.edu/lucasgsb/programs/mba/early-career/index.html

Course Format: The course is participative and experiential. One must be present to engage.

Canvas: All the course materials other than the texts are available on Canvas.

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.

Learning Outcomes: Upon successful completion of this course, students will be able to:

• experience increased self-awareness
• become more skilled at reading cues and analyzing behavior in organizations using theories and concepts
• learn what actions are appropriate and effective for different situations
• acquire a larger repertoire of management behaviors or skills to use with individuals and teams
• think like a management expert and leader

Required Texts

Reader: ISBN-10: 0136125514; ISBN-13: 9780136125518; Authors: Osland, Turner & Kolb; The Organizational Behavior Reader, 9/E (2011). If unavailable, students can use the 8th edition.

Workbook: ISBN-10: 0131441515; ISBN-13: 9780131441514; Authors: Osland, Kolb, Rubin & Turner; Organizational Behavior: An Experiential Approach, 8/E (2007). If unavailable students can use the 7th edition but it will complicate in class activities because it's not the same page numbering and things change from edition to edition.

Books can be rented, purchased used or new online and also at the campus bookstore.

Other Readings

Cases by instructor and articles will be on Canvas under files or distributed in class.

Library Liaison

Yuhfen Diana Wu, Email: Diana.Wu@sjsu.edu, Voice: 408-808-2087

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

The scheduled course contact hours are in compliance with the required course credit hours (http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14082.html) and the required course culminating experience (http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14089.14090.html).

Assignments: It's a writing intensive course. I expect all the writing to be academic and formal. One point means at least 100 words. Please use APA.	Points (total=100)
Workbook assignments (300 words weekly). Use PAA format where appropriate.	9 @ 3 points each=27
Reader reflections (300 words weekly, posted to drop box in Canvas). Use PAA format where appropriate.	9 @ 3 points=27
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 and the final paper 10 points for a grand total of 30 points. You must include 5 external references to concepts covered in the texts or literature. The final paper should include material presented in the first four submissions.	30 points
Group class facilitation (based on Osland, Kolb, Rubin & Turner)	6 points
Final quiz covering all concepts discussed in class	10 points
Total	100

Course calendar: January 25, 2017-March 18, 2017

CBT: 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 de- ploy 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 feed- back, 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 frame- work can be employed without undue financial burdens on students or on college or departmental budgets.

Reference: Mendenhall, M., Arnardottir, A. A., Oddou, G. R. & Burke, L. A. 2013. Developing cross-cultural competencies in management education via cognitive-behavior therapy. Academy of Management Learning & Education, 12, 436-451.

The culminating paper consists of the previous four assignments strung together with editing to enhance flow. The length must be at least 3,000 words so you might have to add to the document. You should cite at least five articles or sources pertaining to your topic. The document should begin with a 100-word (or so) abstract.

The CBT should be focused on something that concerns you and not be general or abstract. According to Cully and Teten, authors of a guide to CBT (http://www.mirecc.va.gov/visn16/docs/therapists_guide_to_brief_cbtmanual.pdf), appropriate topics include anxiety, depression, assertiveness, diet, exercise, grief/bereavement and so on. I've also seen students use it effectively for networking, public speaking, overcoming reluctance to speak English in public, stress, insomnia, overcoming negative views of self and more.

Attendance

University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Missed classes: Two missed classes is the limit. A 1,250 essay on the material covered during the missed class is required to compensate for each absence. 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 4% cut to your grade. It is a formal paper on the topics related to the class missed. In the event you had an OB or management class comparable to 210 as an undergrad (e.g., 160 at SJSU) within the last five years, you could request a waiver from the instructor of the replacement essay.

Some students sometimes come late; if habitual I will record the minutes tardy each class and total them. Then I will calculate the word total needed with 250 words the lowest required. For example, say one is late 150 minutes. This is 150/240 (minutes in one

class) times x/1250 (length of essay for missing one class) or 781 words. The topic should be mutually agreeable between the professor and student. It's a formal paper. If done well, it equals 0 but if done poorly it will be subtracted from one's final grade.

Late papers/assignments: I expect things to be handed in on time. However, one can talk to the professor about extenuating circumstances and alternative arrangements can be made.

Grading

94 and above	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

I post your grades to Canvas within 24 hours of your turning the assignment in unless I'm out of town or have an unforeseen conflict. Your total grade for the class is the simple summation of your points since the total possible is 100.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol

Please come on time. We welcome discussion but please remember to be courteous. Please turn off cell phones unless you are awaiting an emergency call.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester's Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

- o Please let me know if you would like to record anything. I can give you oral approval on the spot. However, we sometimes talk about sensitive issues involving student CDP projects; please do not record such information.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/. Students sometimes plagiarize unwittingly. Please remember to use quotation marks around any material taken from someone's work and then cite properly using the APA format. If you paraphrase you should also cite.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays (Optional)

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling and Psychological Services
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

Lucas College and Graduate School of Business Mission

We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.

MBA Program Goals:
(Not all program learning goals are covered in every course)

Goal One: Business Concepts
> Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior.

Goal Two: Analysis and Decision Making
> Understand decision making methods including decision trees, expected value, risk and uncertainty, and the value of information.

Goal Three: Cultural and Ethical Awareness
> 3a. Understand the major issues facing multinational corporations in the management of their international operations—particularly those of an intercultural nature.
> 3b. Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.

Goal Four: Leadership and Teams Skills
> Comprehend the factors that contribute to effective leadership of teams and understanding of the skills and behaviors necessary to be an effective team member.

Goal Five: Global Change and Dynamics
> 5a. Demonstrate an ability to understand and adapt to global market changes
> 5b. Demonstrate an ability to integrate knowledge and develop innovative solutions to remain competitive given industry dynamics (strategic integration).

Goal Six: Communication Skills
> 6a. Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.
> 6b. Demonstrate the principles and processes of effective written communications.

Lucas College and Graduate School of Business Policies:

Eating:
Please don't bring messy plates of food to class. You can eat outside the classroom in the patio or in the Student Union.
Cell Phones:
Please turn cell phones off or put them on vibrate mode while in class. If you expect an urgent call, please leave the room.
Computer Use:
In the classroom, please use computers for class-related activities.
Academic Honesty:
Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

Course Schedule:

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30/17	Setting the Global Stage and The Psychological Contract & Commitment and 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	2/3/17	Individual & Organizational Learning and 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

Week	Date	Topics, Readings, Assignments, Deadlines
		Canvas each week. First bi-weekly note on CBT: conceptualize the problem (around 500 words); Team presentation
3	2/6/17	Decoding Human Behavior and Individual and Organizational Motivation Workbook chapters 4 & 5; Reader reflection on chapters 5 & 6 (choose one or two); Team presentation
4	2/13/17	Ethics and Values and Personal Growth & Stress and 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	2/20/17	Perception & attribution and Problem solving Workbook chapters 9 & 11; Reader reflection on chapters 10 & 12 (choose one or two); Team presentation
6	2/17/17	Managing Creativity and Conflict & Negotiation Workbook chapters 12 & 13; Reader reflection on chapters 13 & 14 (choose one or two). Bi-weekly note on CBT: strengthen commitment by enhancing accountability (around 500 words); Team presentation
7	2/27/17	Managing Diversity and Leadership Workbook chapters 14 & 15; Reader reflection on chapters 15 & 16 (choose one or two). Team presentation
8	3/3/17	Organization Culture and Decision making, Workbook chapters 16, & 17. Reader reflection on chapters 17 & 18. Bi-weekly note on CBT: celebrate and cement gains via self-reflection (around 500 words); Team presentation.
9	3/6/17	Power & Influence and Empowerment & Coaching Workbook chapters 18 & 19; Reader reflection on chapters 19 & 20. Team presentation.
10	3/13/17	Performance Management, Organization Design, Managing Change Workbook chapters 20, 21 & 22; Reader reflection on chapters 21, 22 & 23. Team presentation. Final exam in class
	TBD first night of class	Two-hour online instruction.
	3/18/17	No class meeting. Submit 3,000 word CBT paper to drop box by midnight.