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INDIVIDUAL & GROUP BEHAVIOR
FALL 2009
KENT MAIN CAMPUS



LEARNING IN LIVE FIRE!

MONDAY
6:15 PM – 8:55 PM
BSA 217

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INDIVIDUAL & GROUP BEHAVIOR

**If we do what we have always done we
will most assuredly get what we have
always gotten!**

LEARNING LIVE FIRE!

Live Fire ... let that sink in for a minute ... LIVE FIRE!!!! Evokes some interesting thoughts doesn't it? We will run this course lock, stock and barrel in that mode. Everything we will do, our speakers, our discussions, our presentations, our everything will be predicated on LIVE FIRE! It is vital that you begin to feel the heat of battle that will be a state of normalcy for you in the business environment. Stay focused and energized to the world around you for it is that world from which we will learn our lessons as we begin the journey. Get EXCITED!

“UP PERISCOPE”

AN INSIDE VIEW

"If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn." The depth of this simple saying from a Chinese philosopher in the 5th century captures perfectly the essence of the teaching process in all my classes regardless of subject. My students / associates are my customers and if the customer is not satisfied and fulfilled after the experience, that customer will not return and even worse, will share their negative experience with dozens of others immediately. The customers / students are provided absolute clarity in the syllabus and in our initial joining of my expectations of them. As importantly, I seek their expectations of me so at the junction of the two crossroads, the real work can begin. There are ten core principles that formulate the mile markers of the journey:

1. The best way to learn is to teach
2. You will never learn to lead until you learn to serve
3. There are no losers on a winning team and no winners on a losing team
4. Accountability foundation: If you can measure it, you can manage it
5. Leaders LEAD
6. Feedback is the breakfast of champions
7. Nothing happens in isolation so the dots do and must connect
8. Communications 360!
9. No Surprises & Absolute transparency
10. If you are working on anything other than Jim, Inc performance, you are working on the wrong thing

The core to the learning journey is with the establishment of a business enterprise we call Jim, Inc. It is a team-based organization with not more than five students on each team. A team leader is appointed by

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me before I even meet them. From the team leaders a Chief Operating Officer, (COO) is appointed that runs a team, but also heads the ten team leaders and reports directly to me as CEO. Any and all matters of the class during the entire semester channel to and through the COO. A performance appraisal system with a form that is provided to the team leaders, are instructed to conduct a formal performance appraisal with their teams requiring each team member to initial the form after the interview. The completed performance appraisals are collected by the COO and submitted to me for review. This occurs every two weeks throughout the semester.

All work of the semester is team-based meaning examinations, presentations, research papers, essays. As the CEO, there are team leader meetings at least three times each semester and if I sense issues arising I will devote special time and focus on that team and / or the individual. The team leaders are allocated power of influence via the performance appraisal system as well as providing me with a point allocation for each of the semester work components. That allocation is based on the team member involvement and contribution to the specific block of work. If 500 points are available and the team member does not do his / her part, the team member is given a zero for that block. That is true for all of the blocks of work. At the end of the semester 1,000 points is allocated for the team leader to assess the overall involvement and contribution for each team member thus having significant impact on their final grade.

For this system to work, the CEO must establish clarity of authority and responsibility balance to / for the team leaders. The team leader is the key to the whole process. That person is well placed to surface issues within the team early allowing time to either solve the issues or bring it up the chain through the COO and then to me as CEO. So is this transferable? It most certainly is for it is the way business operates. The class is our business for it is not a traditional class experience. The CEO and the Team Leaders will form the Board of Directors of Jim, Inc. Every phase and component of the class will be a collective effort of the Jim, Inc. Board from discipline to the work to attendance to delivery to everything. As the CEO, my primary role is to cast a vision that stretches the capability of the class but also does whatever is necessary to ensure the whole class strives to meet the challenge of the course experience. This is very serious of business and the opportunity to function in an environment that models the world of normal business will prove interesting and invaluable for those graduating and learning to live in a world driven by accountability.

We celebrate successes and we will correct offenders that impede or impugn the class's cultural evolution with the student team leader being the point on the spear. My role as professor / CEO is to be the giant shadow of authority that is always there, but also as the cheerleader, stand-up comic, executioner, or whatever role needs to be played to ensure the teams and thus the class is a success. The work load is heavy and complex, but time tested by thousands of students for it is a right, unique, and very positive learning process. It is probably not feasible to execute unless the professor has the heart, the energy, the transparency, and the desire to devote to such a process and to each student. However, once launched and the culture evolves, the workload on the professor is transferred to the teams which is where it should be as a CEO watching his business grow and develop.

The learning is enriched by guest speakers that address specific topics within the curriculum. The semester is sprinkled with external professionals in their field as speakers that also become part of the students' network when that class contribution is completed. The speakers, all business leaders themselves, then become part of a fact-finding interview process at the business location when the team sets up a formal interview visit time in business attire. The interview educates the team on the mission, vision, strategies, financials, communications, and marketing systems the business uses and many other business-critical elements of information. The team then, along with the business leader during class, makes a formal presentation to the class on the elements listed and lessons learned from the course and observed first hand at the business location. The crux of the process is to package all the learning of the semester into a business plan to market an assigned good / service to a hedge fund investor group. This group is comprised of a team of former students of mine that make an initial appearance at the first class. They then return on the last class when the teams presented their business plan to the head fund group for decision to invest or not and why to the teams.

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The examinations are all ten question discussion-type that seeks to ascertain that the student / team “understands” the concepts via the questions by using in-class examples to illustrate their answers / understanding. As the CEO / Professor, I set myself up on day one as the example of the Leader and thus strive with every interaction verbal, email, presentation, etc, to display Leadership characteristics beginning with RESPECT that the students can emulate in their business and personal lives going forward.

In summary, it is impossible to begin to synthesize into three to four double spaced pages the richness of the calculus of a unique business education approach. My students love it as is evidenced by course evaluations and feedback. The approach is not easy by any stretch of the imagination, but students love to be stretched via clear vision, immovable boundaries of behavior, and respect with them and toward them. A core boundary, for example, is a zero-tolerance on absenteeism. Taking attendance in a very public manner sends powerful signals on the importance but also allows for personal interface on appearance, humor, sense of problem issues, etc, within the class. The class setting is a clear view of leadership in action that provides an umbrella for effective learning through example. Modeling a business environment as a learning laboratory is, well, the only way I will teach for the rest of my teaching life for it is right, it is real and it works. Much like Wolf Blitzer’s Situation Room approach, a myriad of global events is mixed into the learning environment to keep the learning fresh, pertinent and viable. It still amazes me when I see the students become “hungry” to understand what is happening in their world; that world in which they are going to earn a living, raise a family and prosper or not in the years ahead. Students to care and do appreciate the extra time, effort and energy afford them individually and collectively by the professor. Why? They are worth it!

Two formulae comprise the entire process:

- Behavior = $f(\text{Individual and the Environment})$
- Productivity = $f(\text{Individual, the Group, and the Environment})$

The professor must become knowledgeable at a personal level of each student for the Behavior formula to work. The Productivity formula is impossible unless the Behavior formula becomes the state of normalcy within the culture you are developing. There is NO CHANGE until there is a measureable change in behavior and that is the definition of culture change! The professor / CEO is the manager of the Environment of the class room or the workplace in Jim, Inc! The architecture for the whole experience is Ken Blanchard’s Situational Leadership Model for at the core of the SLM rests the responsibility for the leader, the professor, to invest in each student to begin to know and understand their level of competency and motivation. Collectively, that determines the leadership style that is used in the learning adventure.

Each team will have specific work to accomplish and at the outset let it be stated that the work **WILL GET DONE**. Let me further iterate that the teams working alongside each other as well as concentrically are by definition, Synergy. We all Win or we all Lose ... trust me on that principle statement. If during the semester a team or a class sees a team or a team leader falling behind or struggling, I expect the other team leaders and teams to energize to support and level out the field for all the teams for it is all the teams that must work synchronously for Jim, Inc to succeed.

Two guiding principles will be at the core of all we will do which are Continuous Improvement and Customer Service. No business, organization, family, etc, will survive in long term unless both of these principles are in-place at all times. This course now even before it begins, all the time investment during the journey and the years ahead after the experience will be still founded on these core principles. They have stood the test of time and experience!

All of this takes time, effort and energy but, and most importantly, it works so that makes it all worthwhile! See, the students are the “fixers” of tomorrow to those of us that have experienced, done and created the reality of today are mandated to provide, give all we have to enlighten the “fixers” of tomorrow in any way and every way we can find. That, to me, is the true definition of Education for it is not about the professor but all about the student. The burden of the work, which will get done, rests with the student but the

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organization, the teams, the vision and the structure as well as the professor all come to the confluence of effective learning.

COURSE OBJECTIVES

Upon completion of the course, the student should be able to:

- **Understand** the field of organizational behavior and its challenges
- **See and Grasp** the relevance of Behavior and Productivity as twin-sisters of competitiveness
- **Learn** the power of Situation Leadership to organizational effectiveness
- **Understand** motivation as a vital component of organizational growth
- **Learn** the pathway of the science of organizational behavior
- **Describe** Goal setting as a SMART model
- **Describe** the power of Mission, Vision, & Strategy
- **Discuss** the five types of power in an organization
- **Describe** how a person can develop effective organizational skills

COURSE DESCRIPTION

As we begin the journey in 2009, the currents of philosophy are more confusing with each passing day. I would never have imagined that there would be scholarly debate about transcending from a Free Market economic system toward a Big Government Socialism economic system. As I have prepared my mind for our time together and realizing the core purpose of this course it has become blatantly apparent that we should build this journey around the two divergent poles of a Free Market versus a Centrally Planned Economy. So Adam Smith and Karl Marx become the paternal source of the DNA over three hundred years ago that has shifted us, grown us, enriched us, provided immeasurable wealth for us, created a cavern of Big Government and Entitlement programming on a scale Roosevelt could not have imagined. So it is the best of times and the worst of times in which we live it seems!

At the root of understanding individuals in groups bounded by organizational norms is what we now call Anthropology which is defined as the scientific study of the origin and behavior of man, including the development of societies and cultures. There is an old adage that states that the farther you can dig into history, the farther you can see into the future! That is very pertinent to the approach we will unfold in our journey to understanding behavior in people and in organizations. We will attack this meaning from an array of battle fronts and pathways. With each gate we will walk through, the clarity of the landscape within which business is conducted becomes more crystal. This is vital for leaders and practitioner in the field for success or failure hangs in the balance.

Individual & Group Behavior is developed on the premise that students are challenged to think critically about the material at hand and their own attitudes about the learning. Refining the tools you will be developing and employing throughout your careers is a core learning process of the adventure. The prevailing theme of the course is [leadership and change](#) and the demands it places on people and organizations to grow and adjust while maintaining well being in an environment of constant and rapid change. The fundamental basis of the Course is that there is no Business until there is a successful negotiation of price for a good or service transaction. The syllabus concept is tethered to that transaction as a commercial venture that is dissected into its component elements which are then threshed out in a host of experiences during the semester.

The formula for GDP, simply, is $GDP = C + I + G + (X - M)$ which means that if you add all consumer spending, C, to all Investment and then add G, government spending, and then add the value of exports

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and then reducing by the value of Imports, you have GDP. When you realize that the greatest contributor to GDP is consumer spending, dwarfing the “I” and the “G,” then it becomes a business policy and strategy focal point for leaders. The global economic slowdown is causing consumer spending and investment dollars to slow or dry up while more “inefficient” government spending is escalating and thus unbalancing the formula. So you see, it is about Policy and it is about Strategy for it is all about Leadership of business; the linking point for our journey.

The world is focused on an array of issues that impact, impugn and impede business at a global perspective daily. News media is in hyper-drive with coverage of the vast expanse of breaking issues not the least of which is the Middle East conflict with its Biblical and historic cataclysmic potential. Drilling into current global events will serve as a fountain gushing with the waters of information we will drink in some way in each class. Simply, EFFECTIVE LEADERS:

L LEAD
E ENERGIZE
A ACHIEVE
D DIRECT
E EDUCATE
R RESOURCEFUL
S SPONTANEOUS

VALUES, VOICE, VISION ... THE THREE V's OF COMPETITIVENESS

In the vernacular of management, Mission is a term that gets bantered around and usually gets ultimately relegated to a dusty presentation file and pulled out when a new person comes in or a new presentation has to be built. As a professional manager and now as a professor, the reality of what power the definition in action of what Mission is truly is a core component of an effective organization. Mission carries, for me at least, a very simple, subtle yet pertinent meaning which is that Mission is the reason for the organization to exist. It answers the question, “Who are we, really?”

In listening to an excellent presentation today on the strategic role of communication, my mind was lifted to a new perch from which the deeper meaning of Mission was ushered into my brain. Mission, simply, means nothing and carries no value unless the words “gain legs” in the internal and ultimately into the external world. The realization that Mission must flow through the internal organization from the top is important but it is shallow when you realize that the value of Mission to an organization only gets measured by the responses and reactions of the unseen, unattached component of business; the customer.

People external to an organization, frankly, could care less about a few words written, shown or parroted we call Mission. Those words, not unimportant at all within the organization, become the fuel that energizes the kinetic element of organizational effectiveness. When the reality of what an effective Mission can do, or not, for an organization, a family, etc, is grasped deeply, three facets of that reality come into focus from the cloudy horizon of the competitive jousting that gets obscured and desensitizing.

The 3V's that are driven to competitive reality from Mission are Values, Voice and ultimately, Vision. Values provide the boundaries of the organization. Management has the role to install and constantly monitor and reinforce those boundaries. An organization without boundaries is a house of cards for it will collapse. Voice is what people really hear and the key word is “really” for much talk goes on in organizations but what people really hear through actions is what cause the members of the organization to commit their heart and soul to the endeavor. Vision is that magical component that empowers and energizes the organization. It is the place where the Mission will go. The pathways to that location are the strategies of the organization.

There is much that can be expanded by this one-pager but this is the essence or the White Paper for organizational effectiveness for leaders. Study the 3Vs and manage each with great care for it is the

confluence of the 3Vs that means success for failure in the long term. Values, Voice, Vision ... look for them, test them, measure them!

LEADERSHIP

$$\underline{B=f(I,E)} \dots \underline{P=f(I,G,E)}$$

As we begin the semester journey the vital component of global competitiveness rests with leaders' ability to manage the dynamics of both formulas successfully for can have behavior without productivity but you will never have positive productivity without behavior management. Now at the starting block, and thus the learning experience, leadership will be exemplified via the prism of performance from me, the team leaders, the teams, the team members as we learn the elements of Behavior and Productivity in our course work in Jim, Inc. In other words, our class is not a class but a learning laboratory.

So at the context, Leadership is the cornerstone with Behavior and Productivity as the buttresses that hold the whole process together. Therefore, our academic time will be invested in working through the elements of these buttresses so we can, on the other end of this semester, reflect on how each student can use the lessons learned in their personal and academic and career pathways. This stuff is REAL!

CHANGE

Principle 1 is that there is no change until there is a measurable change in Behavior. The instrument to facilitate, drive, coach, empower, energize, etc this phenomena is a CHANGE AGENT. The course, the career, the experience of making a measurable change in human behavior personally or as a component of an organization requires time, effort, energy and yes, Mission, Vision and Strategies, espoused by this mysterious thing called a Change Agent. Therefore a change agent embodies the following:

A change agent lives in the future, not the present. Regardless of what is going on today, a change agent has a vision of what could or should be and uses that as the governing sense of action. To a certain extent, a change agent is dissatisfied with what they see around them, in favor of a much better vision of the future. Without this future drive, the change agent can lose their way.

A change agent is fueled by passion, and inspires passion in others, Change is hard work. It takes a lot of energy. Don't underestimate this. I like to think about the amount of energy it takes to boil water. From 212 degree water to 212 degree steam takes a lot more energy than heating water from 211 degrees to 212 degrees. In my experience, without passion, it is very difficult indeed to muster up enough energy to assault the fortress of status quo that seems to otherwise carry the day.

A change agent has a strong ability to self-motivate. There will be many days where everyone around does not understand and will not offer props. The change agent needs to find it within themselves to get up every day and come to work and risk being misunderstood and unappreciated, knowing that the real validation may be far in the future and may be claimed by someone else.

A change agent must understand people. At the end of the day, change is about people. If you change everything but the people, I doubt you'll be effective as a change agent. Change will really "stick" when people embrace it. Therefore, change is part sales, part counseling and part encouragement. It's all about people.

THE BLOCKS OF WORK

EXAMINATIONS

There will be **TWO discussion-type examinations; a mid-term and a final exam...** This will be a TEAM project. The teams can use any reference materials they wish to support the answers but all sources will be documented and properly credited. The fundamental of my testing is to see clearly that you **UNDERSTAND** the question thus why I will never use multiple-choice standardized testing materials. The business world does not question things expecting an answer of A, B, C, D, etc. The examination will be emailed to each student one week prior to the due date for the examination turn in. The exam will be turned in hard copy. Effective writing skills are a vital component of our journey so I expect your work to be professionally submitted in spelling, grammar, sentence structure and referencing any sources you might choose to utilize. Criteria for examinations and research papers are found in the JIM WILLIAMS' PHILOSOPHY OF TEACHING file you will receive. The examination is to be turned in on the scheduled class indicated in the syllabus. If not turned in the test score will be reduced by ten points for each late class period leading up to the actual submission.

BUILDING THE BUSINESS PLAN

Business planning is vital to business success. I view this academic journey as a business and thus investment of capital for future returns must yield an ROI or a return on investment. People that yearn to work in a vacuum or carry their own load in a silo will, frankly, struggle this entire semester. A business plan can have many elements but each of the teams will develop its own team business plan to incorporate the following elements:

- Basic assumptions upon which the plan is built
- Team logo / Mission, Vision and Strategies to accomplish the work
- A scorecard that provides transparency on key performance indicators -- KPI
- Attendance accountability policy and metric
- Financial means to manage the inter-team portfolios
- Work completion process / accountability system
- Involvement of ALL team members
- SWOT the process at the beginning and at the end of the journey
- Lessons learned from the journey
- Opportunities for Improvement

The team will develop a **State of the Business** summary that will be presented within the first two weeks of the semester and a final wrap up business plan at the end of the semester covering the components status outlined above for the business plan.

TEAM BOOK PROJECTS

THE END OF DETROIT

The book, THE END OF DETROIT, is one of those rare jewels that is timely in a time when the global automobile industry is not only transitioning but transcending to a new perch in global manufacturing systems. Ms Maynard has done an excellent job of portraying the root structure and DNA of today's

meltdown before our very eyes with the U.S. Government now the owner of most of the US auto making industry.

The team will read and research their assigned book. The book will be presented in a class presentation as a skit meaning it will be acted out before the class. In the Roadmap you will find the characters through which the book will be presented. Creativity, role play and energy will drive this skit-approach to learning. The entire resources of both teams will be utilized in developing the information and delivery of the skit. The context of the book will be presented to set the stage for the book and then each member of the combined teams will be part of the actors' guild. The book will be given a SWOT analysis and lessons learned from the reading as part of the presentation to the class. Creativity is encouraged to bring life to the book's true meaning.

NINE SHIFT

This is a great book to give perspective to the world before you as the new century unfolds asymmetrically daily. The Shifts the book focuses on are quite revolutionary but they are challenges for each of us in this era of bail-outs, bankruptcies, etc so it is vital we stretch our minds and imaginations around what it might be and can be for your adult lives. The team will read and research their assigned book. The book will be presented in a class presentation as a skit meaning it will be acted out before the class. In the Roadmap you will find the characters through which the book will be presented. Creativity, role play and energy will drive this skit-approach to learning. The entire resources of both teams will be utilized in developing the information and delivery of the skit. The context of the book will be presented to set the stage for the book and then each member of the combined teams will be part of the actors' guild. The book will be given a SWOT analysis and lessons learned from the reading as part of the presentation to the class. Creativity is encouraged to bring life to the books true meaning.

CORPORATE LEADERSHIP PROFILING

The ten teams will be assigned a significant business enterprise to track and report on throughout the semester. The information will be presented via PowerPoint to the class with each team member required to present part of the information. The team should secure a copy of the company's 2007 Annual Report and their 10K that can be gotten from Investor Relations at the assigned company.

- | | |
|--------------------|---------|
| • Bridgestone | ALFA |
| • Goldman Sachs | BRAVO |
| • American | CHARLIE |
| • Lufthansa | DELTA |
| • Daimler-Benz | ECHO |
| • AT&T | FOXTROT |
| • General Electric | GOLF |

The team will develop a presentation for their assigned company that captures the following:

- Overview of the industry and sector the corporation exists in
- Health and viability or weakness in the sector over the last ten years
- Corporate Mission
- Corporate Vision
- Corporate Values
- 3 Corporate strategies
- Key commercial / advertising messages
- Business ethics policy
- Example of their advertising and what does it convey

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- Financials over the last five years
 - Net sales
 - Cost of Goods Sold
 - EBITDA
 - Net Income
 - Retained Earnings
 - Common Shares outstanding
 - Market Capitalization at end of year for each of the five years
- CEO profile
- Assess the corporate culture
- Would you want to work there - why / why not?

FAMILIAL CULTURE PORTRAIT

Each team will be assigned an animal. The team is to research the family roles and habits of the animal's family to assess in depth meaning of culture within that animal's habitat. This will be presented via a PowerPoint presentation to the class as well as a skit to reinforce the meaning of the roles of the family and its impact on the organization and the culture of the animal's family.

- | | |
|-----------------------|---------|
| • Emperor penguin | ALFA |
| • Black bear | BRAVO |
| • Fire ant | CHARLIE |
| • Wildebeest | DELTA |
| • Chimpanzee | ECHO |
| • German Shepherd dog | FOXTROT |
| • Wolf | GOLF |

TEAM GLOBAL PROFESSORSHIP

Each team will be assigned key nation in the global economy. That team is to track events in that nation as well as key economic indicators to provide input and updates to the class on an ad hoc basis. This is not a presentation but rather a running stream of knowledge turned to dialog as each team teaches the rest of the class about their nation in the supply chair of global activity. I want each country compared to the same key indicators of the USA and the consolidated BRIC for a sense of relativity. The key indicators are:

- Gross Domestic Product
- GDP breakdown ... Agriculture %, Manufacturing %, Service %
- GDP per capita
- Population
- Misery Index

The team assignments are:

- | | |
|-----------|-----------|
| • ALFA | Brazil |
| • BRAVO | Russia |
| • CHARLIE | India |
| • DELTA | China |
| • ECHO | Japan |
| • FOXTROT | Germany |
| • GOLF | Australia |

RESEARCH PAPER / PRESENTATION

Writing skills as well as effective presentation delivery skills are vital in today's global commercial world. Therefore, a team-based research project / paper / presentation are assigned. The paper will be approximately 5-7 pages in length, double spaced with a font of Arial 12. The presentation will be a maximum of 5 PowerPoint charts with the topics shown on the Roadmap for the assigned class date.

CHANGE AGENT AUTOPSY

Understanding change operationally mandates understanding the context of a change process through the lens of the agent of change. History has given us some great examples of change and the agents that caused a change in direction, a better direction of the environment they stepped into and stepped up to make better. Each team is assigned an environmental setting and the agent of change. The team will develop a presentation that captures the perspective of the issues to be changed, a profile of the agent, the process utilized and the impact on society as a result.

- | | | |
|-----------|-----------------------|---------------------------|
| • ALFA | Abraham Lincoln | Slavery |
| • BRAVO | Lyndon B. Johnson | Civil Rights |
| • CHARLIE | Martin Luther King | Voting Rights |
| • DELTA | Sun Tzu | War as a means strategy |
| • ECHO | Alexander the Great | Global military dominance |
| • FOXTROT | Mustafa Kemal Ataturk | Democracy |
| • GOLF | Dwight D. Eisenhower | Interstate Highways |

WHITE PAPERS

You will be emailed a Word document that is a compilation of articles and writings on pertinent topics to our study. Each team is assigned one of the articles / writings. The team, on the assigned dates shown in the Roadmap, will prepare a PowerPoint presentation capturing the context of the article / writing, the global implication of the topic and the organizational thread that is to be found in the article / writing and lastly, lessons learned from the work. The team assignments are:

- | | |
|---|---------|
| • Maslow and Leadership Role in Motivation | ALFA |
| • It is a Flat World After All | BRAVO |
| • Peter Drucker Sets us Straight | CHARLEY |
| • The 21 st Century Global Economy | DELTA |
| • The Ten Trends to Watch | ECHO |
| • Boss Talk with Alan Mullaly | FOXTROT |
| • The New Deal Jobs Myth | GOLF |

PERSONAL JOURNALING

Journaling is a process, a management process that instills and internalizes key points and lessons learned from an experience witnessed. There is no knowledge until it is recorded so journaling is the physical manifestation of knowledge for wisdom is unattainable in the void of knowledge. At the end of each class period we will share together, each student will be allocated time to record in a personal journal responses to the following points:

1. What lessons did I learn today that I can explain to someone that did not experience it
2. If you had to teach what was learned today, what three key teaching points would you focus on
3. What would you have changed about today to have made your learning richer
4. If you could tell Professor Williams anything to make the day better, what would it be
5. Name three people you will engage in the next 24 hours on the points we learned today

REQUIRED BOOKS

- **The End of Detroit** by Micheline Maynard ISBN 0 385 50769 0
- **Nine Shift** by Draves and Coates ISBN-13: 978-1577220305

GRADING SCALE

Grade	Percentage
A	100-95
A-	94-90
B+	89-86
B	85-83
B-	82-80
C+	79-76
C	75-73
C-	72-70
D+	69-65
D	64-60
F	59-0

GRADE POINT BREAKDOWN

- Midterm Exam 1,500 points
- Final Exam 1,500 points
- Corporate leadership profile 500 points
- Due Diligence package 2,000 points
- Research paper / presentation 1,000 points
- Team Business plan presentation 500 points
- The End of Detroit 1,000 points
- Nine Shift 1,000 points
- Team member involvement / commitment 1,000 points
- Change agent autopsies 1,000 points
- Familial culture portrait 1,000 points
- Team global professorship 500 points
- Personal journaling 500 points

TOTAL

15,000 points

ORGANIZATION

JIM, INC

Getting work done effectively and efficiently in organizations must be accomplished via an established process. My experience has taught me many things but one absolute is central is in clearly defining the work in a priority mechanism. The work that is being captured in this syllabus, my contract with you, flows through three components in a descending priority order or flow:

1. Goals

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2. Roles
3. Interpersonal

GOALS

There must be clarity and agreement on the measurable benchmarks of a journey, a job, or a career. Goals are statements only unless the criteria of being SPECIFIC, MEASURABLE, ATTAINABLE, REALISTIC and TIME-FRAMED are met. The goals I envision for this course are:

1. You will attain an A grade for course if you choose to do your part
2. Those that have invested in you to be in the course will see a measurable ROI
3. A hunger to want to know more and more will be triggered long after this course
4. You will be better equipped to be effective business leaders

ROLES

- **CEO** – provides vision, establish boundaries, determine policies, teach
- **COO** – central coordination link with the team leaders on all matters
- **OPERATIONS DIRECTORS** – coordinate / communicate all work of the teams
- **TEAMS** – developers and presenters of the work assignments

INTERPERSONAL SKILLS

The interpersonal nature of things is vital ONLY when there is clarity of WHY something is important. Establishing GOALS provides the individual and the organization the vital WHAT. The ROLES in conjunction with the WHY and the WHAT provides us with clarity of HOW to get the work accomplished effectively and more efficiently. Void of that is conflict, frustration and exasperation; all cancers to effectiveness.

As your CEO it is MY RESPONSIBILITY to ensure via the syllabus, class conduct and EFFECTIVE COMMUNICATION that each student remains completely clear and aligned on the Goals, the Roles AND THEN the Interpersonal Skills required to GET THE WORK DONE!

PROFIT CENTERS

Team development is not easy. Working in teams is not for the faint of heart or for those that love to bask in their own sun light or spot light. The Team is the core nugget to exemplary performance and we will utilize the Team process at every opportunity during our journey. The result of team-based work, while slower and more frustrating at times, will normally always yield a richer, deeper result that the organization can better utilize in its strive for global competitiveness. That is, after all is said and done, what this whole journey is about; preparing you to become part of an organization within which you can be part of the solution and less a part of the problem. There are four distinct gateways a group will go through on its journey toward being a team:

- Forming
- Storming
- Norming
- Performing

I wish to address a topic that is core to our learning process for it provides the check-and-balance required for an effective organization. That system which is more of an operating principle rests with the Team. The Team and its leader are the core operating unit for any and all issues and works for the class.

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This is no surprise for it is vital to work within the framework established with the team configuration to ensure alignment, clarity and also, and most importantly, to provide a "trip wire" if issues from within the team, the individuals, should arise. Remember, NO SURPRISES will always win the battle for leaders as you prepare for just that; leadership.

Everything we do will be conducted within the boundaries of our class and that nobody will impinge upon you from outside for I will protect that boundary from external forces. Innate with that, thus, is that if any of you at any time have issues with the class or with me specifically, that redress process goes initially to the team leader for resolve and if not resolved it is then brought to me. If that does not resolve the matter then the student has every right to go outside the framework of our class for resolution. I will even assist that student with ensuring resolution is attained.

You as my customers know I care, you realize I want the best for you and will do all I can to guarantee a world-class learning experience and I believe have lived and reinforced that many times during our time together. I say that to that that I am not on trial here but rather and much importantly the integrity of the process and the system has been impugned and thus violated. The boundaries have been poisoned and that is for me to manage which I am doing in this writing to all my students.

This is an issue of PRINCIPLE so based on that PRINCIPLE, if any of you at any time on any topic have issues with the class, me or even the bath rooms; you initially go to your team leader. If that does not resolve it, you with your team leader bring the matter to me. If that does not resolve I will go with you to whomever you feel is right to gain resolution. THAT IS HOW EFFECTIVE ORGANIZATIONS operate.

You will quickly come to realize that this is a class but it is not conducted as a traditional class. This venture is a business and thus we are conducting ourselves as an effective business would operate. With the size of the class it is my decision, as the CEO, to establish a tiered organizational structure. That structure will be the vehicle through which all the components of our journey will be completed. The class teams

- **Professor Williams** **CHIEF EXECUTIVE OFFICER**
- **Team Leaders** **OPERATIONS DIRECTORS**
 - ALFA Stephanie Chappell CHIEF OPERATING OFFICER
 - BRAVO Mike Majeski
 - CHARLIE Ben Nagle
 - DELTA Samantha Slavik
 - ECHO Emily Barger
 - FOXTROT Kevin Oldaker
 - GOLF Michelle Miller

CLASS ROADMAP

CLASS 1 MON AUG 31

- Introductions
- Plato's Cave and seeking the new reality for leaders
- Behavior & Productivity ... the twin sisters of competitiveness
- Class expectations and team-based work
- $GDP = C + I + G + (X - M)$
- Pareto's Reality

SEP 7 LABOR DAY HOLIDAY

CLASS 2 MON TUE SEP 14

- Leading via Hamburger University
- Syllabus blocks of work review / clarification / finalization
- Situational Leadership Model ... the roadmap for the journey
- The power of Values to an effective organization – Value Scanning

J.T. Ansel

CLASS 3 MON SEP 21

- TEAM GLOBAL PROFESSORSHIP
- Team Business Plan presentations
- Teamwork and Communication as inseparable assets to success
- Value Scanning
- Define a CPE and its core principles and biography of Karl Marx
- What is an oligarch and example some Russian examples
- What is the role of Risk and Entrepreneurship in a CPE
- Illustrate the Bolshevik Revolution and its human / economic realities
- Solidarity and the Shipyards of Gdansk defined as the Case for Change
- Define Free Enterprise and the Wealth of Nations
- What are the core principles of Free Enterprise / biography Adam Smith

Sue Grabowski

ALFA
BRAVO
CHARLIE
DELTA
ECHO
FOXTROT
GOLF

CLASS 4 MON SEP 28

- TEAM GLOBAL PROFESSORSHIP
- Leading in a service industry through people
- Value scanning
- Stages of team development and team leadership

Ray Hexamer

CORPORATE LEADERSHIP PROFILING

- Bridgestone
- Goldman Sachs
- American
- Lufthansa
- Daimler-Benz
- AT&T
- General Electric

ALFA
BRAVO
CHARLIE
DELTA
ECHO
FOXTROT
GOLF

CLASS 5 MON OCT 5

- TEAM GLOBAL PROFESSORSHIP
- Managing Customer Service at Chick Fil-A
- Value scanning
- Change Agent Autopsies

Doug Pugh

- | | | |
|-----------|------------------------|---------------------------|
| • ALFA | Abraham Lincoln | Slavery |
| • BRAVO | Lyndon B. Johnson | Civil Rights |
| • CHARLIE | Martin Luther King | Voting Rights |
| • DELTA | Sun Tzu | War as a means strategy |
| • ECHO | Alexander the Great | Global military dominance |
| • FOXTROT | Mustapha Kemal Atatürk | Democracy |
| • GOLF | Dwight D. Eisenhower | Interstate Highways |

CLASS 6 MON OCT 12

- TEAM GLOBAL PROFESSORSHIP
- The Saturn Story history / current / tomorrow?
- Value scanning

Brian Wells

THE END OF DETROIT

- Profile the author
- GM overview history / current
- Chrysler overview history / current
- Ford overview history / current
- Toyota overview history / current
- Nissan overview history / current
- Rust Belt to Dixie auto transformation

ALFA
BRAVO
CHARLIE
DELTA
ECHO
FOXTROT
GOLF

CLASS 7 MON OCT 19

- TEAM GLOBAL PROFESSORSHIP
- The Theory of Constraints and our man, Herbie!
- WHITE PAPER: Strategic Leadership and Decision Making
 - Define Culture ALFA
 - What is an artifact BRAVO
 - Explain the power of values CHARLIE
 - Assumptions & Beliefs as mile markers DELTA
 - Subculture synthesis meaning ECHO
 - Linking mechanisms and culture FOXTROT
 - Desirable / Undesirable characteristics GOLF

CLASS 8 MON OCT 26

- EMAIL MID TERM EXAM
- The Kent State Challenge Dean Yank Heisler
- TEAM GLOBAL PROFESSORSHIP
- WHITE PAPER: Team Decision Making
 - Context of the paper ALFA
 - Define / example team complexity BRAVO
 - Types of work teams CHARLIE
 - Loyalty as a team cultural value DELTA
 - High Performance Teams defined ECHO
 - Conflict made productive FOXTROT
 - Skit a high performance team GOLF

CLASS 9 MON NOV 2

- TURN IN MID TERM EXAM
- TEAM GLOBAL PROFESSORSHIP
- Value scanning
- Global Healthcare Challenges and Opportunities in Canton Ed Roth - CEO
 - Skit Learning Situational Leadership Model illustrating Coach Mike Brown & Lebron James
 - SLM Direction required ECHO / FOXTROT 6th grade
 - SLM Coaching required GOLF 12th grade
 - SLM Encouraging required CHARLIE / DELTA NBA Rookie
 - SLM Delegating required ALFA / BRAVO Today

CLASS 10 MON NOV 9

- TEAM GLOBAL PROFESSORSHIP
- Collective Bargaining in Transition Chris Ricker

COLLECTIVE BARGAINING EVOLUTION

- Trade guilds in Europe and the European Industrial Revolution ALFA
- The Wagner Act 1935 & Taft-Hartley Act 1948 BRAVO
- Teamsters Union and Jimmy Hoffa and his legacy CHARLIE
- United Auto Workers and Ron Gettelfinger in a changing world DELTA
- National Labor Relations Board history and evolution ECHO
- Describe a union organizing campaign process FOXTROT
- Union overview in Brazil, Russia, India and China GOLF

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CLASS 11 MON NOV 16

- TEAM GLOBAL PROFESSORSHIP
- Value scanning of our class
- The Goodyear Tire & Rubber Company as a Global Company
 - Goodyear Global Quality Policy
 - Goodyear Lean / 6 Sigma as a business strategy
 - Goodyear Low cost tire production strategy / process
- Herby and his role in Value Creation / Lean Principles
- What is ethics? <http://sun.menloschool.org/~sportman/ethics/definition.html>

Don Stanley
Dave Woodyard
Jim Williams

Jim Williams

Each team is to find and bring into class a new article that exemplifies the questions shown below. The will present the context of the article, create a skit to illustrate the article and then articulate the elements below to the rest of the class to internalize the power of Ethical behavior in effective organizations:

- How are "right and wrong, good and evil" determined?
- How are solutions to ethical dilemmas determined?
- What factors make a difference in how the solution is determined?
- Why is it worthwhile to be ethical?
- What is an ethical dilemma that immediately comes to your mind?

CLASS 12 MON NOV 23

LEADERSHIP IN THE JUDICIARY

- Constitutional foundation for the Supreme Court and her check & balance role
- Describe the power to make law by the Supreme Court
- Why is appointing a Justice such a legacy issue for a sitting President
- Key landmark decisions by the Supreme Court
- Role of the Chief Justice and Profile John Roberts
- Autopsy of Sotamayor issues unfolding from a leadership perspective
- Key civil rights Supreme Court decisions and implications today
- Profile the current Supreme Court justices and salary
- Profile Roe V. Wade while defining Due Process and Stare Decisis

NINE SHIFT

- Profile the authors
 - Profile the nine shifts
 - The end of the world as we know it
 - Your pyramid is collapsing
 - The Train and the Car transition
 - Homer & the Gibson Girl
 - The internet
- ALFA
BRAVO
CHARLIE
DELTA
ECHO
FOXTROT
GOLF

CLASS 13 MON NOV 30

▪ TEAM GLOBAL PROFESSORSHIP

WHITE PAPERS

- Maslow and Leadership Role in Motivation
- It is a Flat World After All
- Peter Drucker Sets us Straight
- The 21st Century Global Economy
- The Ten Trends to Watch
- Boss Talk with Alan Mullaly
- The New Deal Jobs Myth

ALFA
BRAVO
CHARLEY
DELTA
ECHO
FOXTROT
GOLF

CLASS 14 MON DEC 7

▪ TEAM GLOBAL PROFESSORSHIP

▪ **RESEARCH PAPER**

- The Toyota Production System root structure and DNA today
- “The Oprah Effect” defined, quantified and strategic management implication
- The Berlin Airlift strategy, economics, impact, logistics
- Double-loop learning and Chris Argyris defined and implication for leaders
- Define and delineate Moral Hazard and Systemic Risk exemplifying today’s world
- Saturn’s 3 Rings: Penske, UAW, GM as a strategic initiative
- Starfish and the Paradigms as an impediment to effective management

ALFA
BRAVO
CHARLIE
DELTA
ECHO
FOXTROT
GOLF

CLASS 15 MON DEC 14

FINAL EXAMINATION

- Turn in Final examination / personal journals / Team Evaluations
- SWOT the course
- Lessons Learned from TEAM GLOBAL PROFESSORSHIP
- Final team business plan presentations
- Value scanning of our class, now

• FAMILIAL CULTURE PORTRAIT

- Emperor penguin
- Black bear
- Fire ant
- Wildebeest
- Chimpanzee
- Honey bee and the Queen
- Wolf

ALFA
BRAVO
CHARLIE
DELTA
ECHO
FOXTROT
GOLF

- Class skit to illustrate Professor Williams and the class in the four stages of the Situational Leadership Model with Kevin Oldaker serving as Professor Williams in the skit