AD 73501 Developing Dynamic and Productive Organizations  
Credits 3  Spring 2014

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AD 73501 Developing Dynamic and Productive Organizations
Dynamic organizational cultures spark innovation and productivity. In an age of increasing globalization, an awareness of personal, systemic and national cultures prompts a broader grasp of the ways individuals and groups view work, leadership and productivity. Course explores the paradigms and mental models, personal, interpersonal, group and systemic behaviors which weave together to form an organizational culture and how a particular culture impacts productivity. Examining the larger social context with its myriad contemporary issues (immigration, ecology and sustainability, health, mental health and substance use etc), allows us to examine how modern life impacts productive outcomes.

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Objectives
1. Students will learn to differentiate the individual, institutional and cultural influences which impact productivity in the workplace
2. Students will understand the extensive influence of issues of modern life (addiction, mental health, immigration, violence etc) which impact organizational culture and productivity
3. Students will explore paradigms of thinking, both personal and theoretical models, and how these paradigms impact our understanding of productivity
4. The student will demonstrate competency in identifying the impact of culture, gender, socioeconomic status and age on workplace engagement
5. The student will demonstrate awareness of ethical standards relating to one’s professional environment: personal boundaries, professional responsibility, and general ethical parameters for relating to one’s work environment.

Class Schedule
Specific readings for Class
Talking Points (that is 3-5 bullet points or questions from readings assigned for class discussion must be written, and submitted at the end of class the night they are due. These together with active participation in both small group and entire class discussions are worth 15% of your grade. Late submissions via email will not be fully credited. If you have any difficulty accessing Blackboard please let me know immediately and we will make alternate arrangements.
### Jan 15 Introduction and Overview
What constitutes the “culture” of an organization? Role of individual, interpersonal, group and systemic influences in weaving a culture. Video clips from The Corporation
Process and products of class: talking points, reports, internet assignments, exams.

**Assignment for next week:** 1. Article “Transformation of Leadership” on Blackboard talking points 3-5. Each week check Blackboard for reading assignments. 2 **Bring in 3 items** from home or office which symbolize who you are and what your skills are - keep them in a bag and do not share with other class members.

**Once class begins ALWAYS check blackboard for most up to date assignment for class.**

### Jan 22 Who We Are in the Culture: Metaphors-Paradigms-Memes
Learning styles and how these impact our ability to utilize information.

**Assignments for next week:** 1. Cameron Chs 1-3 talking points 3-5 per chapter. 2. Internet research: Emotional Intelligence -what is it? 3. Check Blackboard for readings for tonight

### Jan 29 Perspective, Language and Change: ½ empty, ½ full—appreciative inquiry – brain structure and how it impacts creativity, productivity. Emotional Intelligence Video Daniel Goleman

**Assignments for next week:** 1. Cameron Chs 4-5 talking points 3-5 per chapter. 2. Internet research: Mental health issues at work. 3. **Gotta Have Wa** paper due next week

### Feb 5 Culture as a System: Understanding the component parts of a system. **Gotta Have Wa** paper due tonight

**Assignments next week:** 1. Cameron Chs 6-7-talking points 3-5 per chapter. 2. Internet research: Domestic Violence and implications for work

### Feb 12-no class per school schedule

### Feb 19 Overview Substance abuse, mental health and domestic violence. Develop presentation groups. Expectations of midterm.

**Assignment for next week.** 1. Article on Diversity on Blackboard 3-5 points per paper on Blackboard. 2. Internet research: Immigration Issues. 3. Cameron Chs 9-11 talking points

### Feb 26 Cultural Diversity in Organizations
The various dimensions of cultures within organization culture.

**Development of Outline for Human Resource Project. Expectations for midterm**

**Assignments for next class:** 1. Prep for midterm post break. 2. Assignment for class after midterm. 3. Articles on Blackboard 3-5 talking points per article. 4. Internet research: Sustainability in work setting

### March 5 Spring Break
March 12 MidTerm  Open book

March 19 Greening of Business : Sustainability, global cooperation. How to do a presentation. Development of presentation groups.

Assignments for next week: Internet research: Adult learning models Toyota paper due this week

March 26 Presentations of Interviews: Make an appointment with the Director of Human Resources of your organization and interview that person following outline developed in class.

April 2 Final preparation class presentations. Independent Meetings with presentation groups.

Assignment for next week: Check Blackboard for relevant readings-talking points due as usual. Toyota paper due next week

April 9 Presentations Groups 1&2

April 16 No class  per school calendar

April 23 Presentations Groups 3&4

April 30 Presentations Groups 5&6

May 7 Final

Course Assignments

This is a 3 credit class that meets for 1 hours and 45 minutes.

It is expected that 8 hours per week of your study time out will be spent on out of class assignments and exercises.

1. **Talking points-2-5 points per reading** handed in night of class-no late submissions accepted includes Blackboard posted after each class for the following class.

2. **Internet research.** Each week a topic of relevance to the work setting will be researched. Students will prepare and submit 2-3 websites they have researched plus a print out of a piece from Net most relevant to their work setting. Due night of class, no late submissions.


5. **Presentation:** Early in semester teams will be determined for presentations and topics chosen. Each team will be responsible for a 20 min presentation presenting the culture of two organizations from group members identifying organization culture and challenges of productivity due to cultural issues including handouts and bibliography.

6. **Human Resources Project.** Interview a director or staff of human resources on policies and procedures in place or needed around topic which impact productivity as identified in Internet searches (alcohol and drug problems, immigration, mental health issues etc.) Be prepared to present oral report with a 1 page supporting summary in class 3/26.
Grading

1. Class participation 15% of grade which means participation in both small and large group class discussions.
2. Talking point 15%
3. Paper: 10%
4. Paper: 10%
5. Mid term 15%
6. Final 10%
7. Presentation 15%
8. Human Resources Project 10%

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67) and C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)

1. Whiting - You Gotta Have Wa
2. Liker- Toyota Culture
3. Cameron- Diagnosing and Changing Organization Culture

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].
Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

My expectation is that we will have a productive and enjoyable class experience together.