University of Notre Dame

EMBA 60616

Leadership and Decision-Making

Timothy A. Judge

South Bend – Cincinnati EMBA Program

July27, 2013 (8^{00} AM – 2^{30} PM)

University of Notre Dame

EMBA 60616

Leadership and Decision-Making

Please turn in your
Readings Summary for today and your
team's Action Research Project Outline

CLASS #3

1. Case Discussion: "Martha Rinaldi," "TerraCog," and "Jamie Turner"
2. Exercise Discussion: Used Car
3. Group Decision-Making
4. Exercises: "Get Carter"

Note--Course materials are posted on website:
http://www.timothy-judge.com/

1. July 25	Understanding Yourself and Others
2. July 26	Individual Decision-Making
3. July 27 AM	Group Decision-Making
3. July 27 PM	Group Decision-Making (cont.)
4. August 16 AM	Making Decisions About People…
4. August 16 PM	And Motivating Them
5. August 17 AM	Leadership
6. August 17 PM	Leading the Dark Side
7. Sept 12	In-Class Essay

Course Requirements

Significant Dates Before Next Class

August 5	**Due:**	Action Research Project
August 10	**Due:**	Collecting No's Assignment
		Readings Summaries
August 24	**Due:**	Personal Development Plan

Note: Data for your remaining feedback report was collected in your earlier surveys

- For additional significant dates, see website or syllabus

Class #3

Section 1

Review; Q&A

Learning Objectives

The 16 Takeaways: 1–4

1. Leading and managing is art and science
   - *There are principles and methods by which we can lead, manage, and make decisions more effectively*
2. The most under-appreciated skill in effective managers is analysis
   - *Use metrics and rigorous analysis*
3. Personality matters and yet has paradox
   - *Understand yourself and others through knowing your personality; every bright(dark) side casts a shadow(light)*
4. Biases dominate every decision
   - *Learn the biases and how to recognize them in yourself and in others*

Learning Objectives

The 16 Takeaways: 5–6

5. Individuals often make decisions based on needlessly limited information
   - *Ensure that you have as full a picture of the 'conceptual field' as possible (it's the foundation of the house)*
6. The average group is not effective
   - *Be a facilitator to get the most out of your group*

Q&A

The Material Thus Far

Any questions for the material we have covered thus far?

Class #3

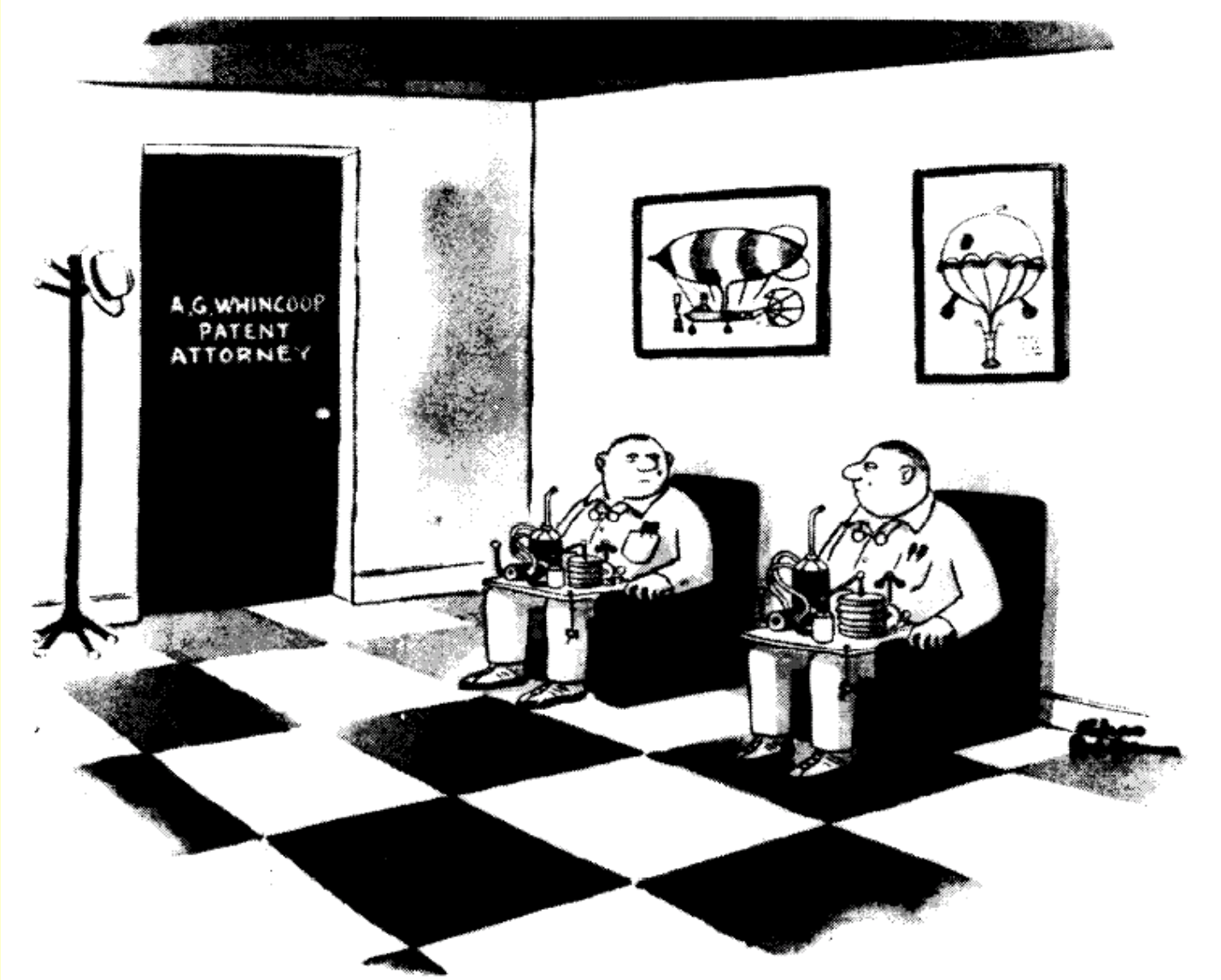
Section 2

Personality:

Further Interpretations

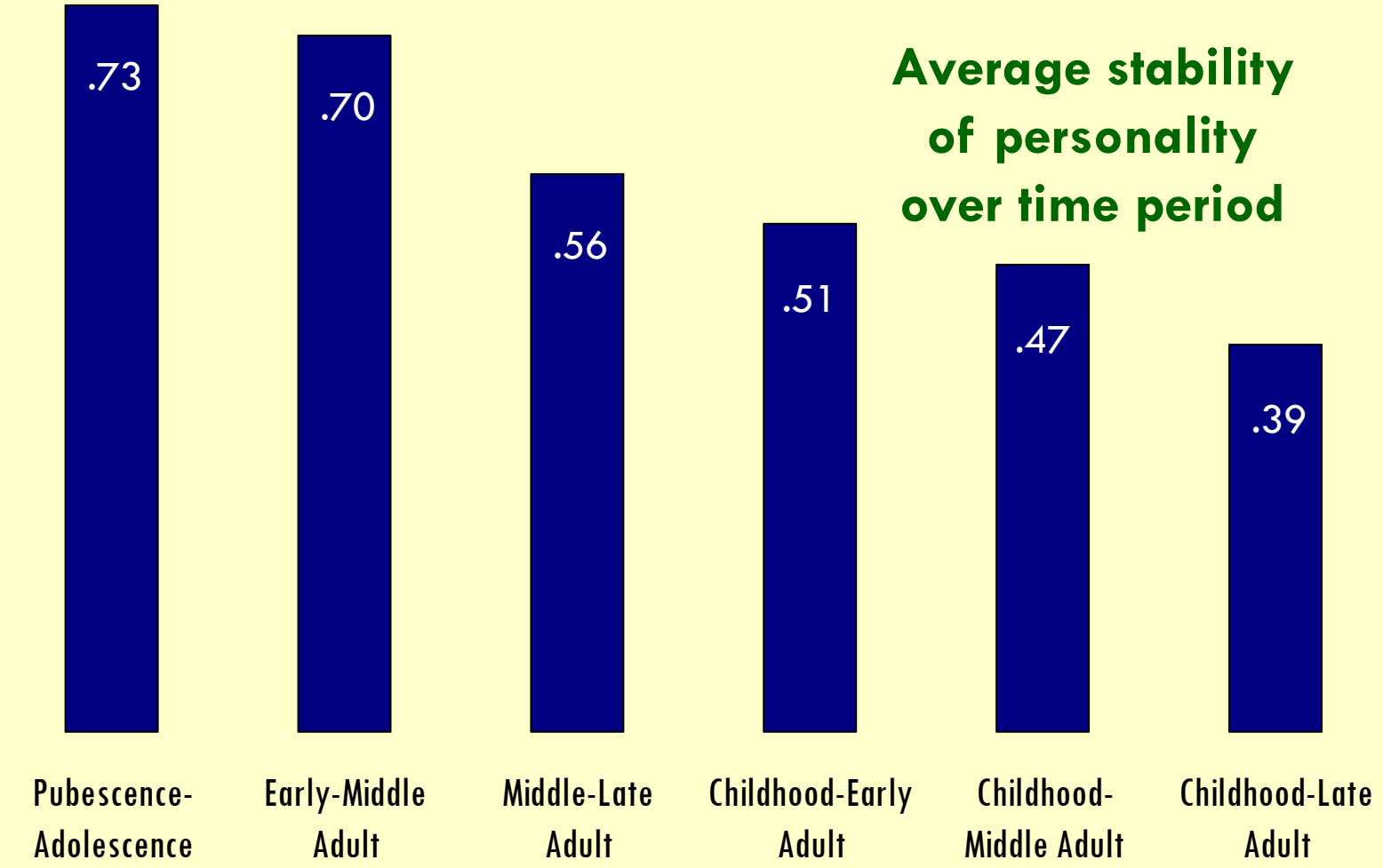
Genes and the Environment

	Genetic	Non-shared Environment	Shared Environment
Neuroticism	47%	43%	10%
Extraversion	53%	47%	0%
Openness	38%	54%	8%
Agreeableness	55%	45%	0%
Conscientiousness	38%	45%	17%



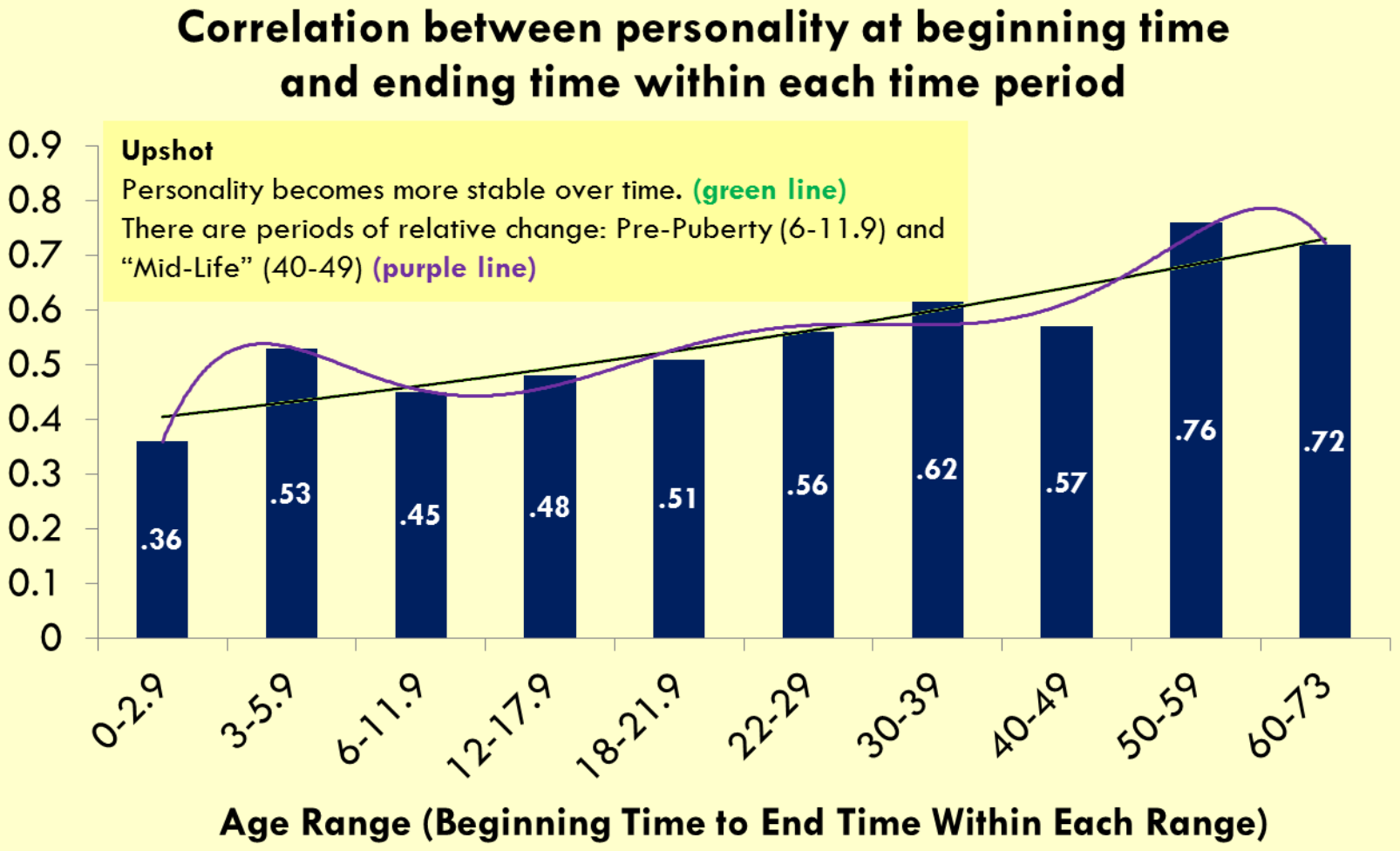
Separated at birth, the Mallifert twins meet accidentally.

Stability of Big Five Traits



Source: Judge, Higgins, Thoresen, & Barrick (1999)

Stability of Big Five Traits



Source: Roberts & DelVecchio, *Psychological Bulletin* (2000)

Diving Deeper: The Big Five
O.C.E.A.N.

- Openness
- Conscientiousness
- Extraversion
- Agreeableness
- Neuroticism

- See handout

Big Five Traits

Brief Adjectival Definitions

Openness to experience

- creative, perceptive, intellectual, and flexible

Conscientiousness

- achievement, dependable, orderly, disciplined

Extraversion

- sociable, dominant, positive emotions

Agreeableness

- kind, gentle, trusting, and cooperative

Neuroticism (emotional adjustment)

- anxious/stressed, depressed/moody

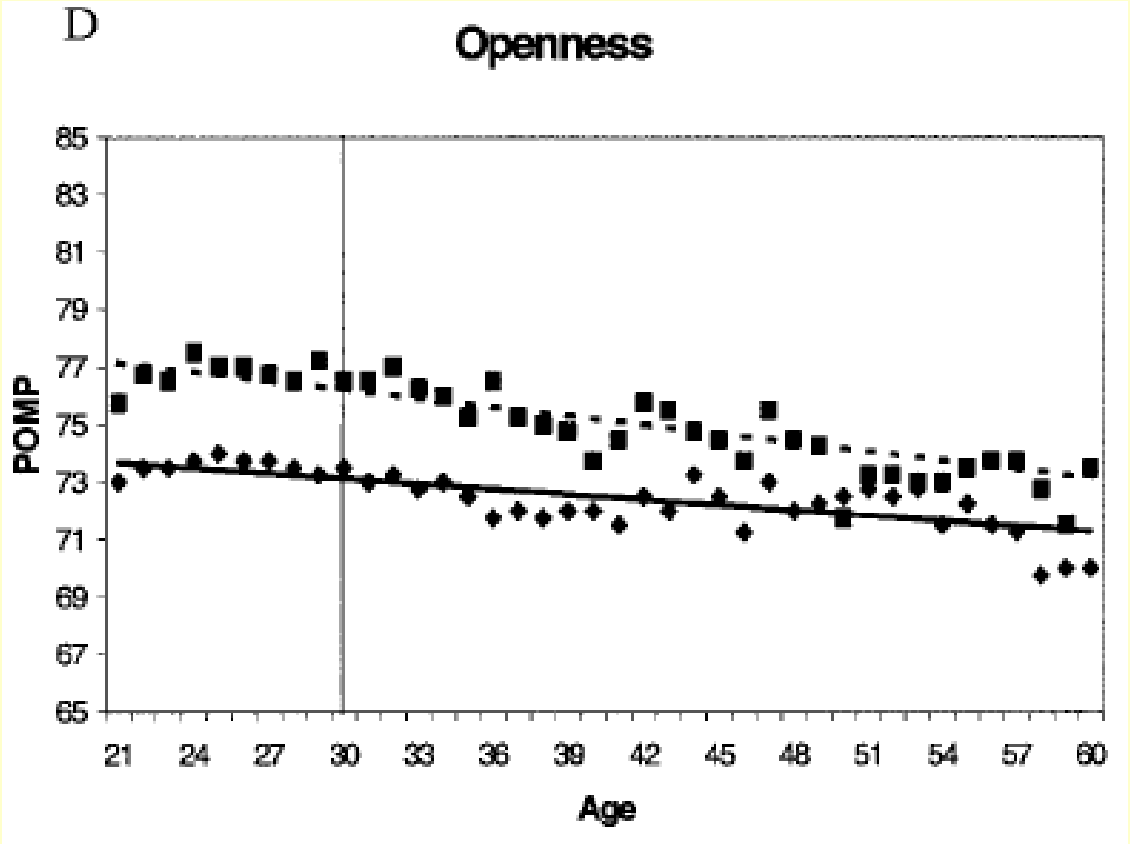
Openness to Experience

- Individuals high in openness tend to be curious, imaginative, playful, nonconforming, and artistically inclined
- Open individuals
  - Tend to be less religious
  - Tend to be more politically liberal
- Openness tends to decline with age

Openness

Average Change Over Time

- Men tend to be more open than women
- Openness declines with age
- As with extraversion, changes over time are less dramatic than other traits



Source: Srivastava, John, & Gosling, JPSP, 2003

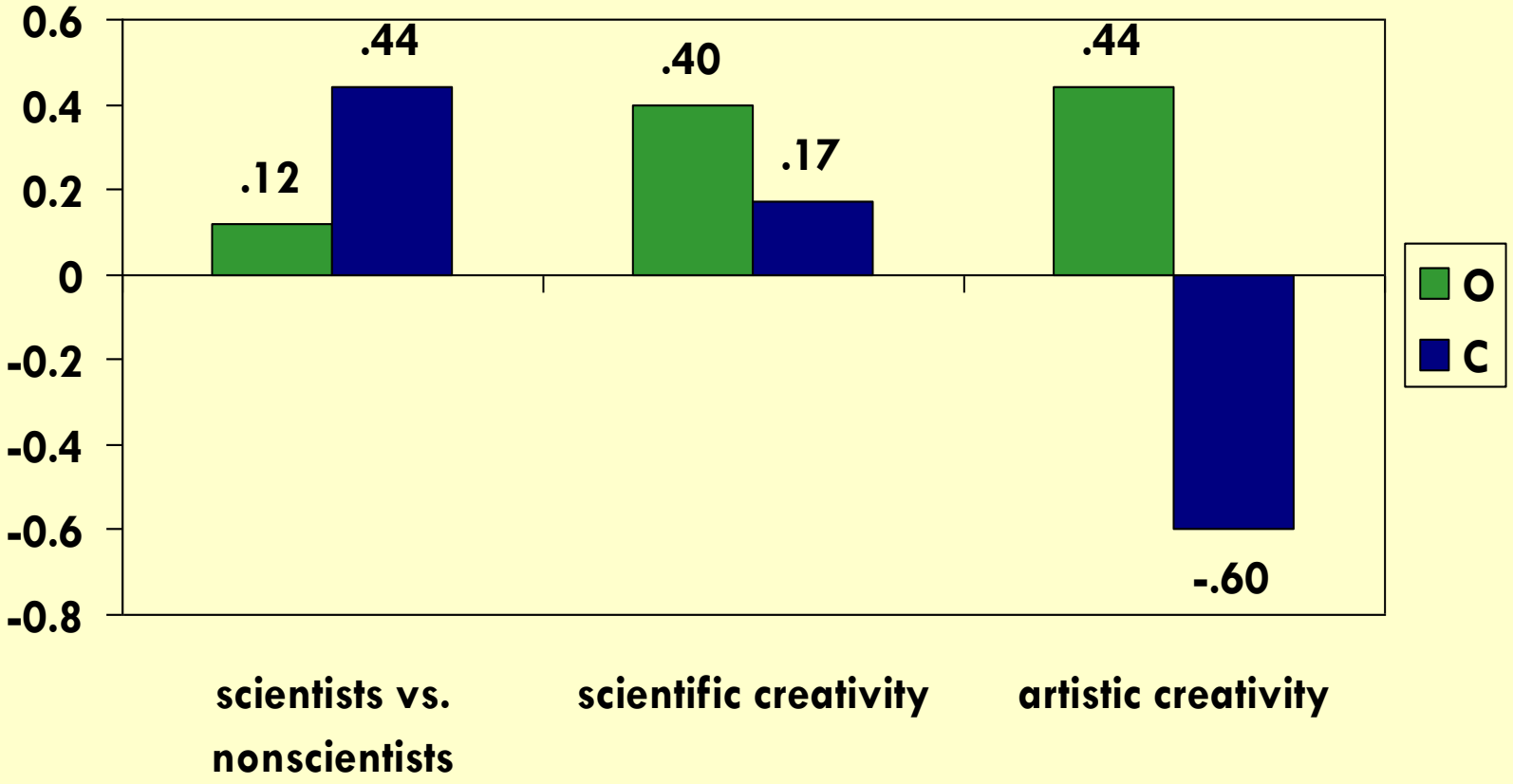
Openness
The Upside

- Open individuals
  - Are more creative
    - Both artistic and scientific creativity
  - Cope better with organizational change
  - Have higher adaptability
  - Are more transformational leaders

Openness
The Downside

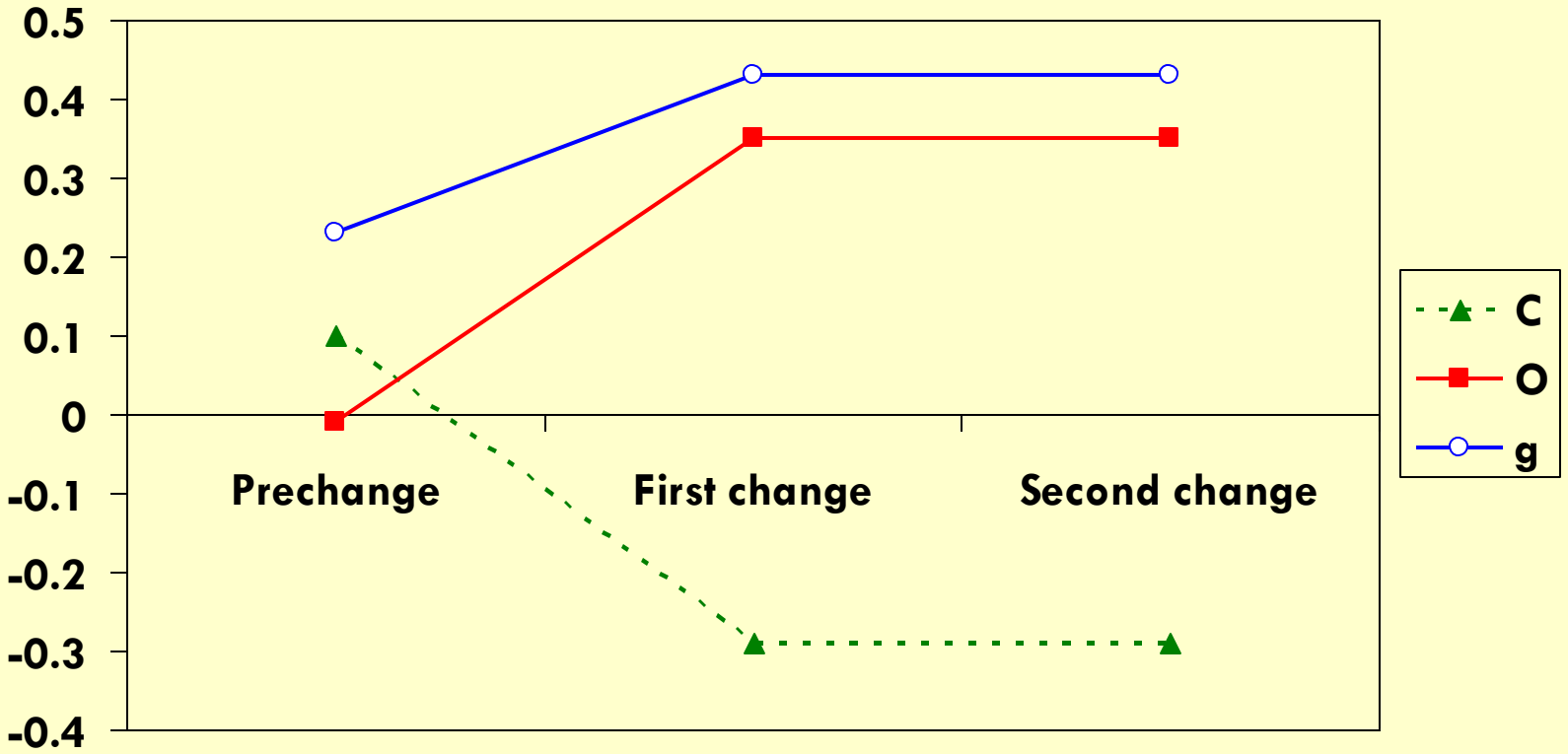
- Open individuals
  - Less rule-abiding, more rebellious
    - Tend to be anti-establishment, anti-authoritarian
  - Higher levels of counterproductive behaviors and accidents
  - Lower commitment to their employers
  - Are not happier or better job performers (in most types of jobs)
    - Perhaps related to above?

Openness and Creativity



Source: Feist (*PSPB*, 1998)

Openness and Adaptability



Source: LePine, Colquitt, & Erez (*PPsych*, 2000)

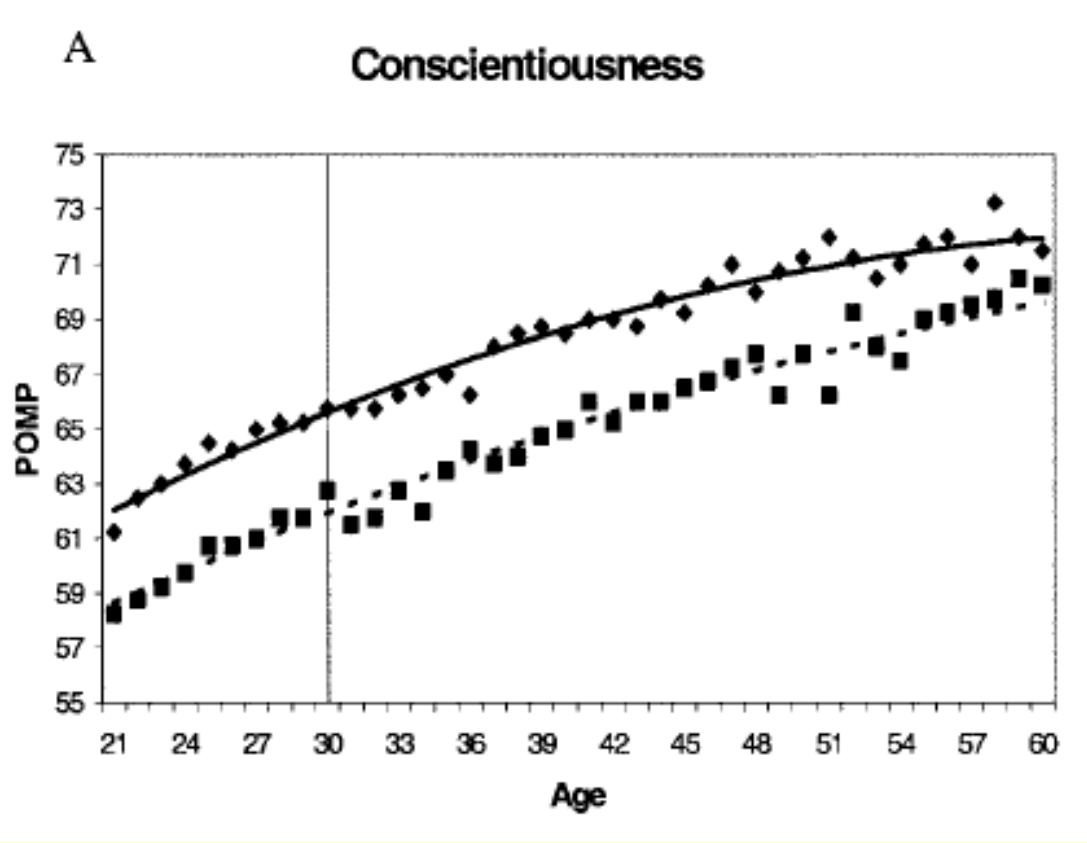
Conscientiousness

- Conscientiousness has two elements
  - Dependability (dutiful, neat, organized)
  - Achievement orientation (hard-working, ambitious)
- Conscientiousness increases with age
- Women score slightly higher than men

Conscientiousness

Average Change Over Time

- Conscientiousness increases over time, with the rate of increase slowing over time
- Individuals in their early 20's start out at about 60% of scale maximum and increase to about 70% of scale maximum by 60



Source: Srivastava, John, & Gosling, JPSP, 2003

Conscientiousness

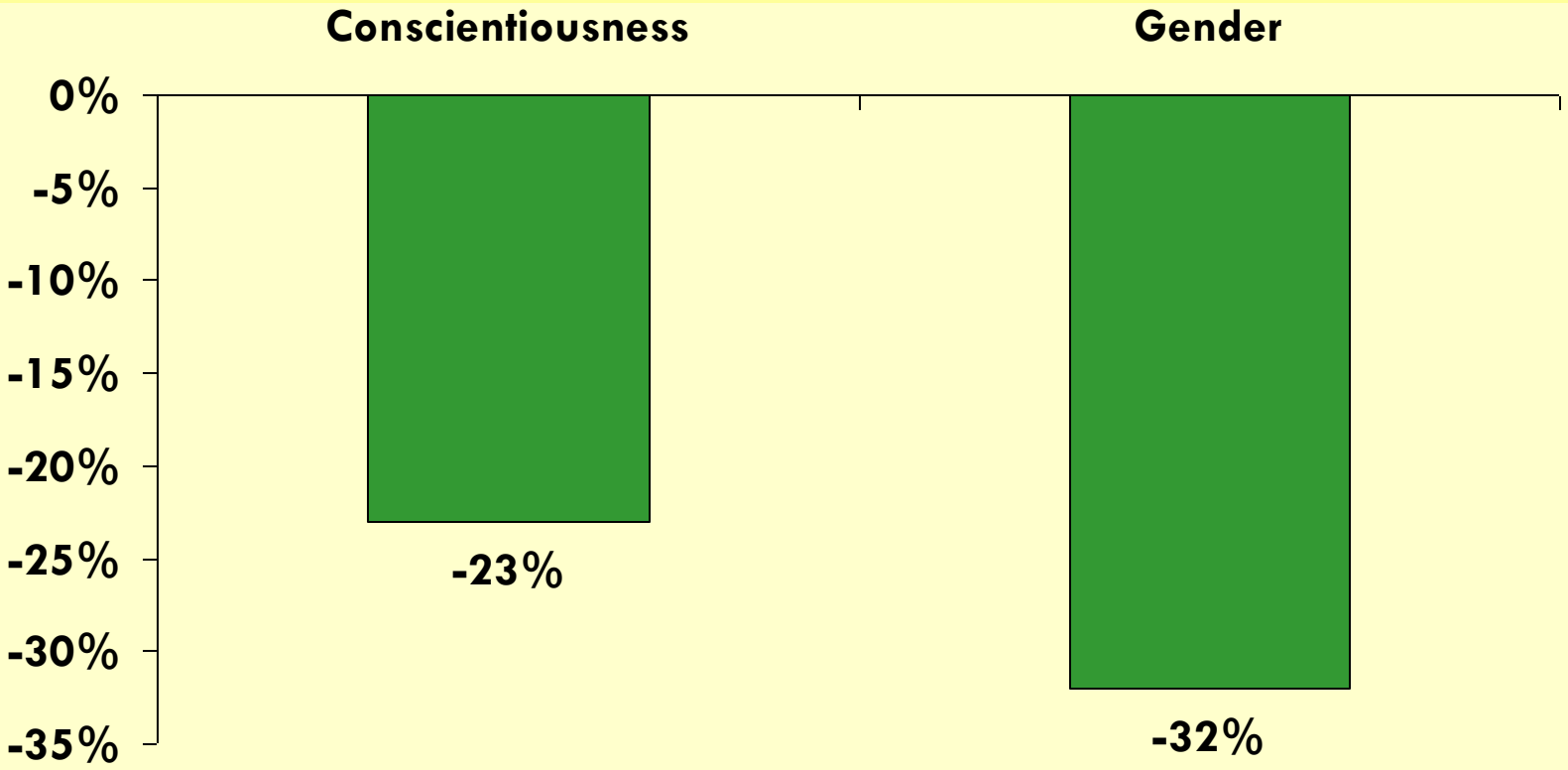
The Upside

- Conscientious individuals
  - Are better job performers
  - Live longer (30% longer)
  - May be happier in their jobs and lives
  - Are better leaders
    - Higher leader effectiveness
  - Commit fewer counterproductive work behaviors
  - Have higher integrity

Conscientiousness
The Downside

- Conscientious individuals
  - Deal poorly with unplanned change
    - If operating rules or conditions change, conscientious individuals struggle
  - Learn less during initial stages of learning
    - Why?
  - When combined with low agreeableness, may be interpersonally difficult
    - "Tighta _ _" effect

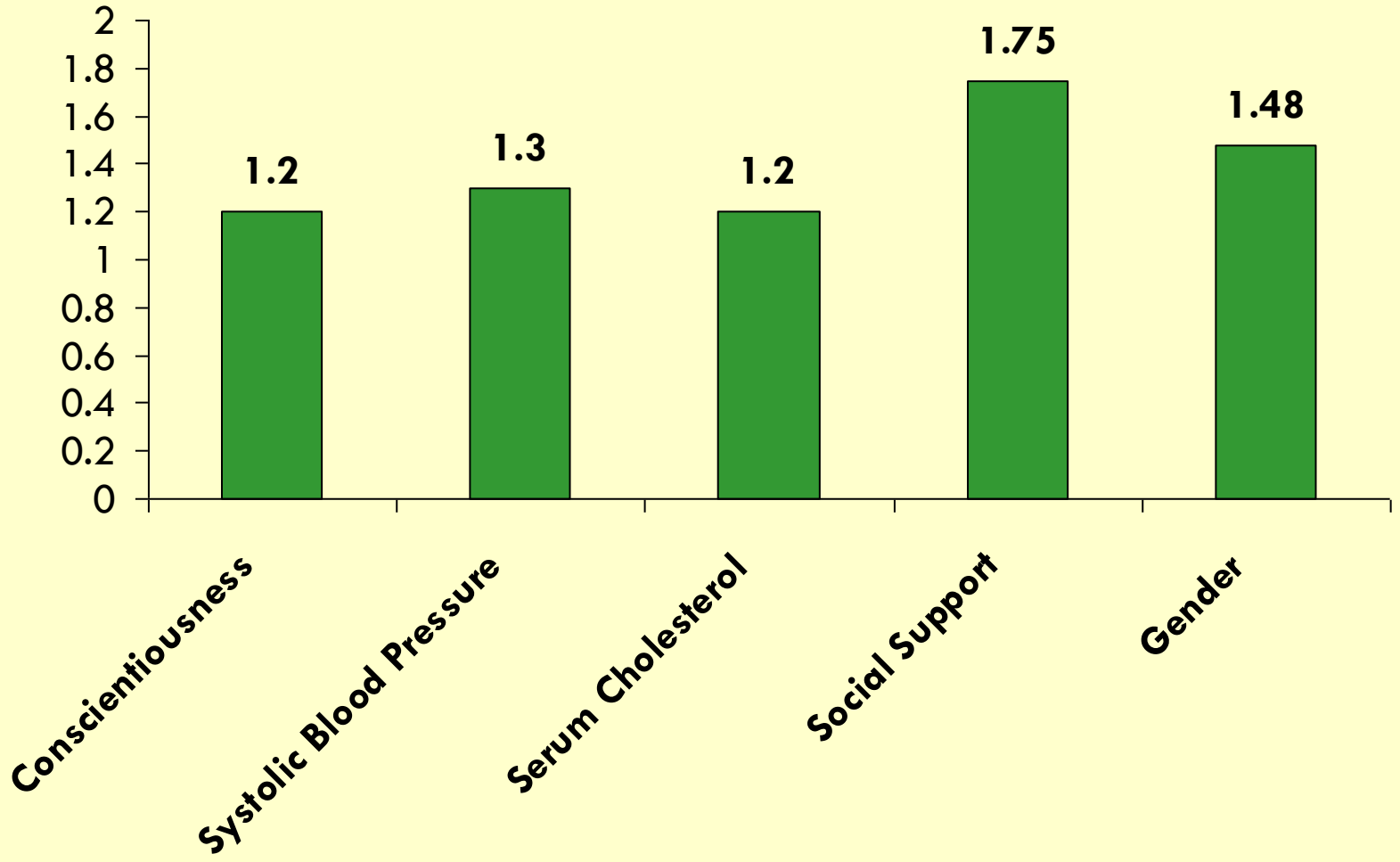
Conscientiousness and Longevity



Interpretation: Person at 75th percentile in Conscientiousness has 23% less chance of dying in any given year compared to person at 25th percentile. Women have 32% less chance of dying in any given year compared to men.

Source: Friedman, Tucker, Tomlinson-Keasey, Schwatz, Wingard, and Criqui (*JPSP*, 1993)

Risk Factors for Mortality

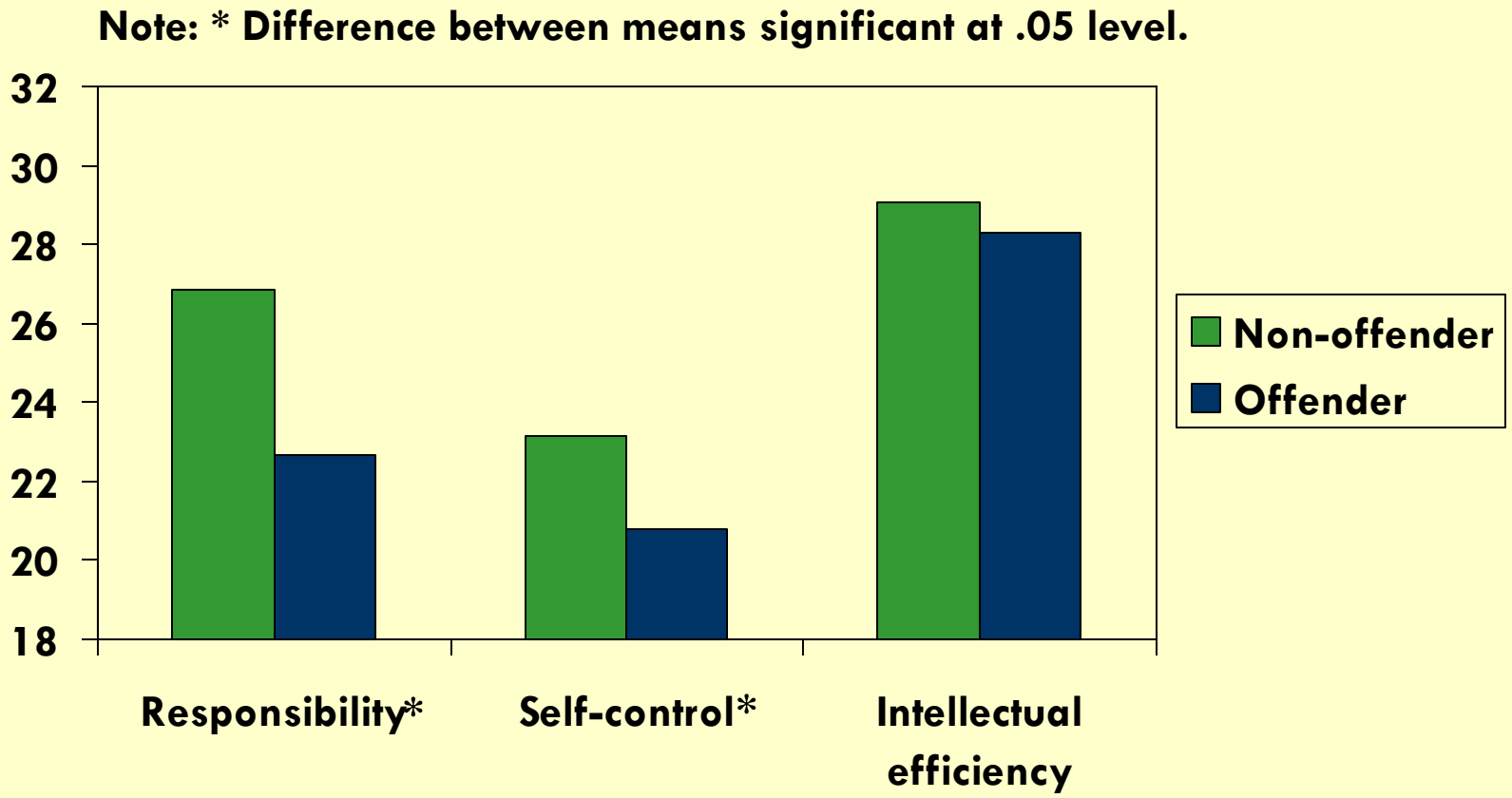


Conscientiousness and Deaths

Cause of death	75th p	25th p
Died	93	106
CVD	31	36
Cancer	32	32
Injury	4	9
Other	26	29

Individuals born 1904-1915. Causes of death after 1950.

Conscientiousness and Crime



Source: Collins and Schmidt (*PPsych*, 1993)

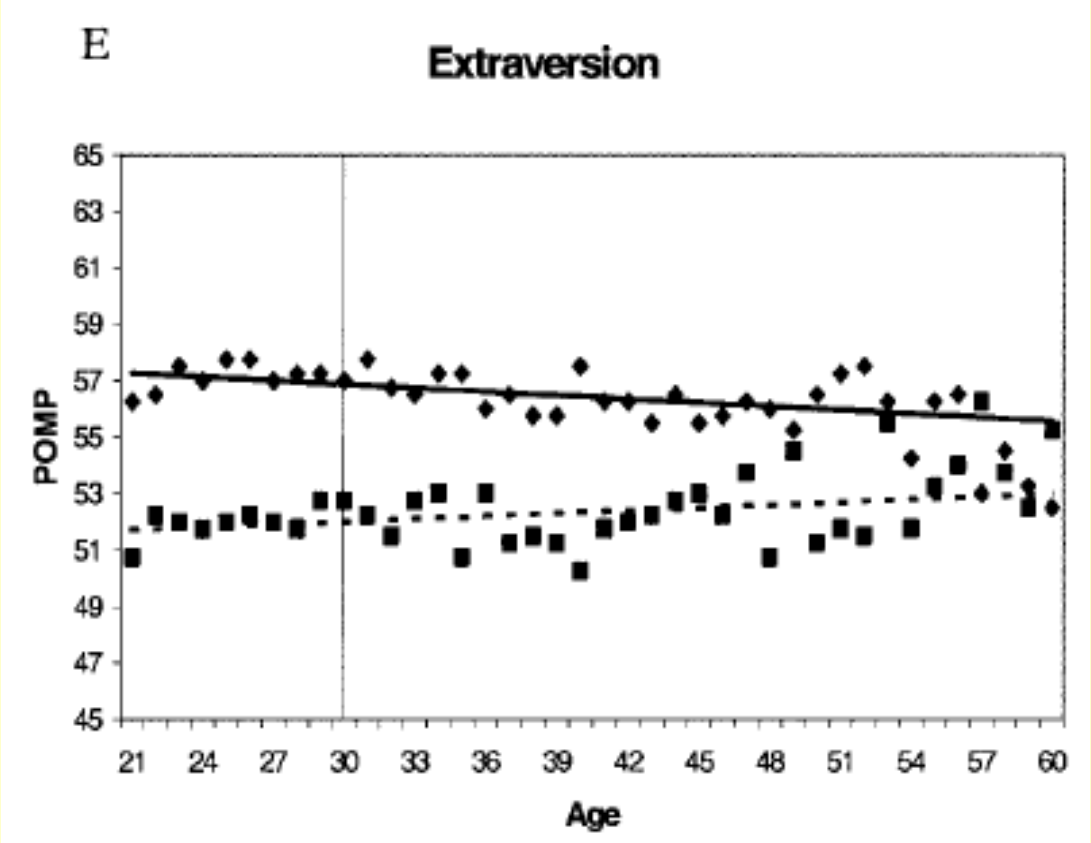
Extraversion

- Extraversion has three main facets
  - Sociability ("people persons")
  - Dominance (talkative, assertive)
  - Positive affect (energetic, excitable)
- Extraverts are more susceptible to rewards and to social attention
- Introverts dislike loud noises, large social gatherings, and are prone to overstimulation
  - Why?

Extraversion

Average Change Over Time

- Women become somewhat more introverted over time
- Men become very slightly more extraverted
- Women tend to be more extraverted than men
- Not dramatic change over time



Source: Srivastava, John, & Gosling, JPSP, 2003

Extraversion
The Upside

- Extroverted individuals
  - Are better leaders
    - Extraversion is best predictor of leadership, especially leader emergence
  - Perform better in jobs emphasizing social skills and social interactions
    - Service, sales, etc.
  - Perform better in jobs that are competitive
    - Real estate agent, lawyer, barber/stylists

Extraversion
The Downside

- Extroverted individuals
  - More impulsive
    - Higher levels of absence and accidents
  - More likely to engage in risky behavior
    - Due to sensation- and excitement-seeking
    - More likely to have accidents—at work and elsewhere (higher traffic fatalities)
  - Less likely to perform well in jobs that require long attention spans or where work is routine

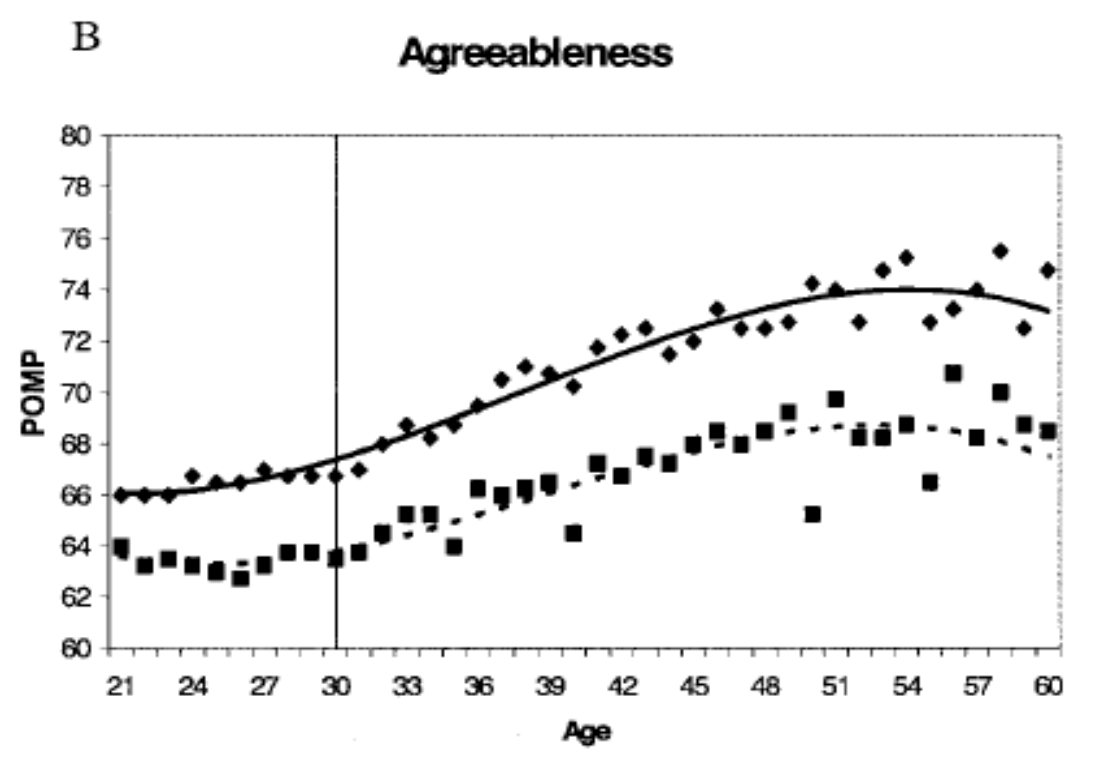
Agreeableness

- Agreeableness refers to the degree of courtesy, trusting, cooperation, and tolerance a person exhibits; agreeable people are "nice"
- Agreeableness is lowest when people are young (in their 20's) and older (in their 60's)
- Women tend to score higher than men

Agreeableness

Average Change Over Time

- Changes in agreeableness are complex (curvilinear)
- **Stable** in 20's
- **Increase** 30-50
- **Decline** 50-60



Source: Srivastava, John, & Gosling, JPSP, 2003

Agreeableness

The Upside

- Agreeable individuals
  - Are those others most desire to have as romantic partners, friends, team members, etc.
  - Function well in teams (better followers)
  - Have fewer work and non-work conflicts
  - Are less likely to engage in counterproductive work behaviors

Agreeableness
The Downside

- Agreeable individuals
  - Less extrinsically successful in their careers
    - Why?
  - Particularly susceptible to leniency errors
    - Relevant when?
  - Conflict-avoidant
    - Relevant when?

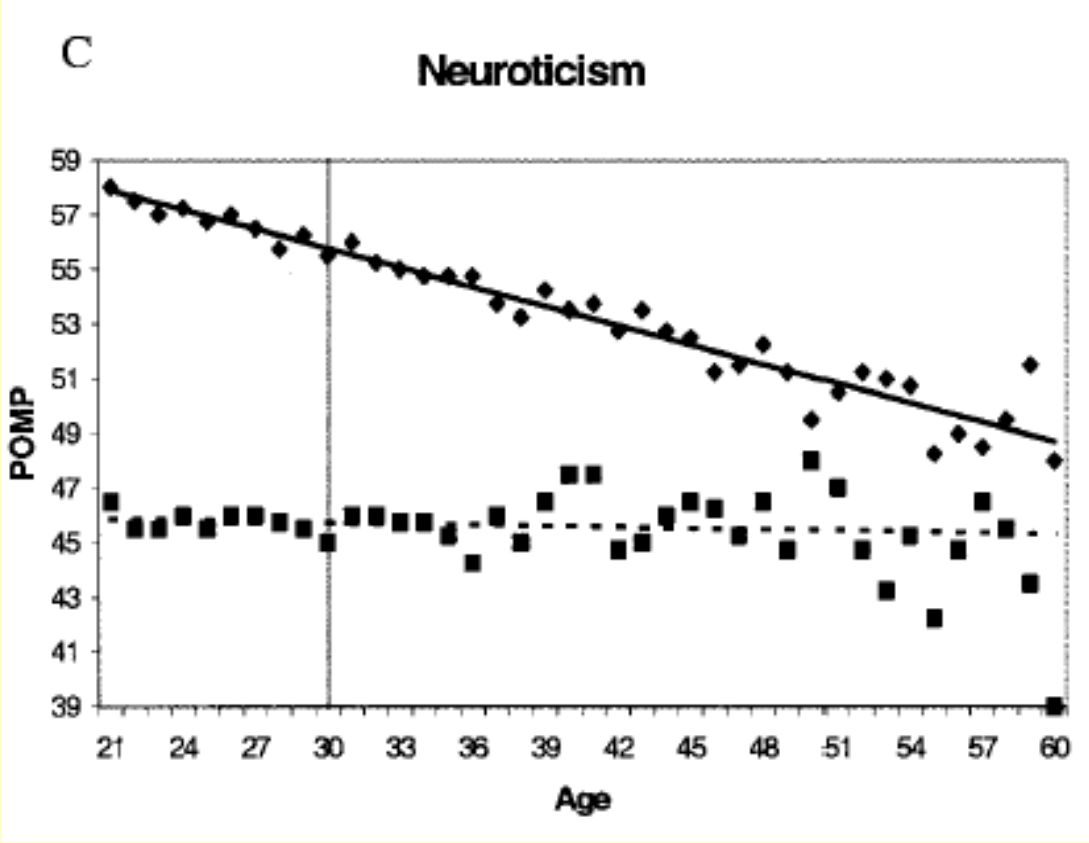
Neuroticism
AKA Emotional Stability

- Neuroticism is the tendency to be negative, insecure, pessimistic, and to lack emotional adjustment
- Women score higher than men on neuroticism, but scores drop for women over time so that the gap among those in their 60's is half that of those in their 20's

Neuroticism

Average Change Over Time

- Neuroticism decreases for women but not for men
- Young women are dramatically more neurotic than young men, but these differences become smaller by age 60



Source: Srivastava, John, & Gosling, JPSP, 2003

Neuroticism
The Downside

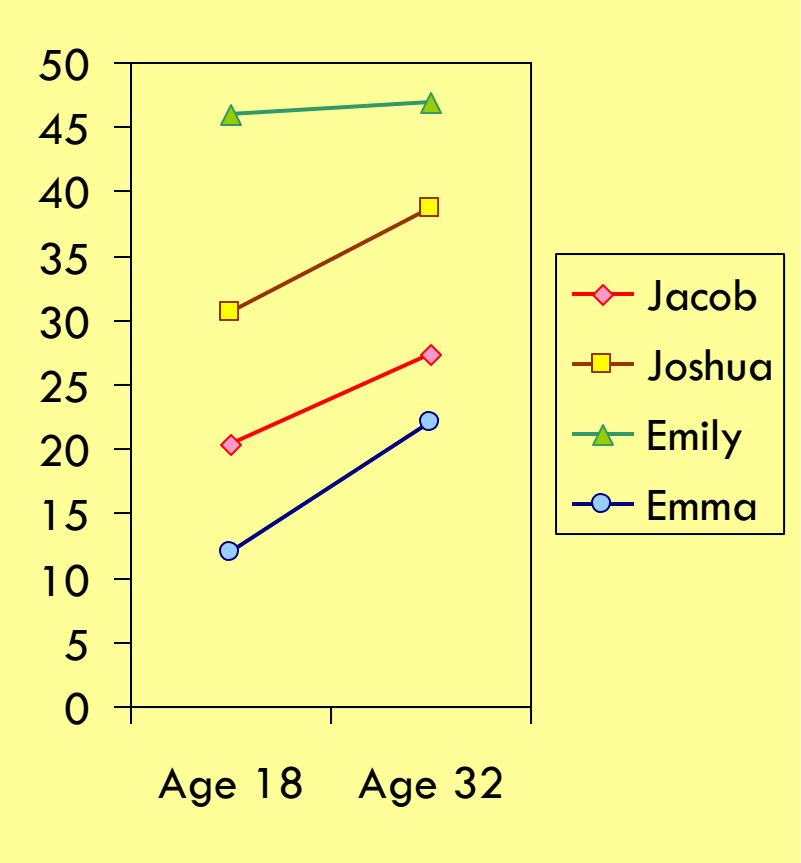
- High neuroticism is related to
  - Lower life satisfaction and job satisfaction
  - Increased levels of anxiety and stress
  - Heightened susceptibility to depression
  - Linked to hypercriticality
  - Lower levels of job performance
    - Why might this be the case?

Neuroticism
The Upside

- High neuroticism is related to
  - More accurate perceptions ("sadder but wiser")
  - Better able to detect threats in environment ("only the paranoid survive")
  - Less likely to take foolhardy risks
    - One study revealed that Mount Everest climbers – the summit of which has been called a 'death zone' (the mortality rate is roughly 1:8) – had very low scores on neuroticism (Egan & Stelmack, 2003
      - Egan himself died on Mount Everest in 2005

Genes and Change

Reconciling the Two



- You may wonder—since personality does change to some degree—how can genes be so important?
- In graph, individuals differ in conscientiousness, but by the same token, conscientiousness changes (people become more conscientious over time)

Implications

- There are many, many implications of the Big Five traits
  - Understanding yourself—and others
    - Superior to MBTI
    - How is this relevant to self-improvement?
  - Employer hiring decisions
    - We'll discuss this again in March 19 class
- Throughout the subsequent classes we'll be making repeated reference to the Big Five

Importance of Big Five Traits

- **Openness predicts**
  - creativity; adaptability; accidents; commitment (–)
- **Conscientiousness predicts**
  - job performance, leadership effectiveness, deviance (–), adaptability (–)
- **Extraversion predicts**
  - leadership emergence, sales performance, impulsivity, conflict
- **Agreeableness predicts**
  - desirability; team conflict (–); career success (–)
- **Neuroticism predicts**
  - identifying threats; life satisfaction (–); job satisfaction (–); stress

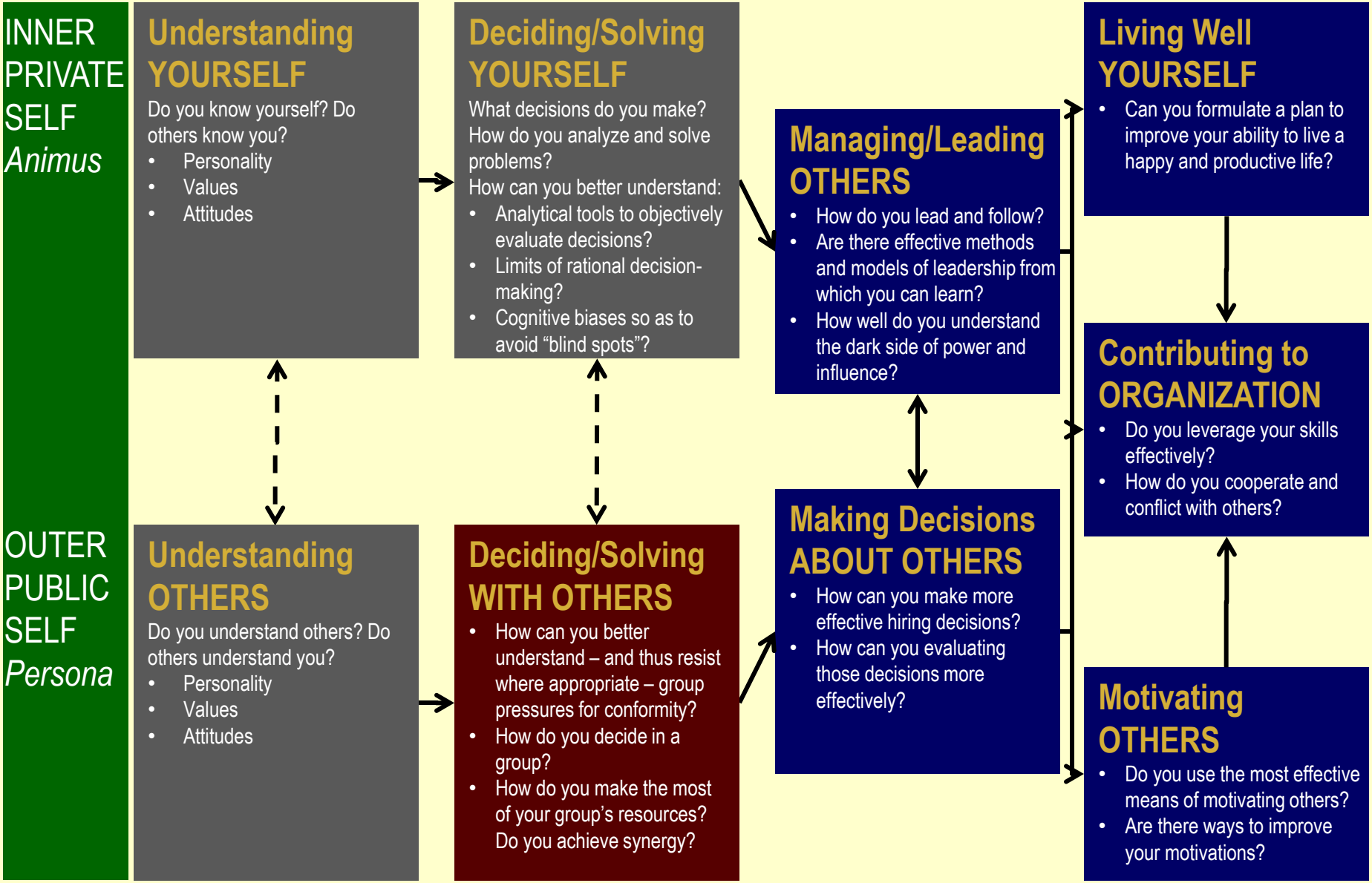
See supplementary handout

Class #3

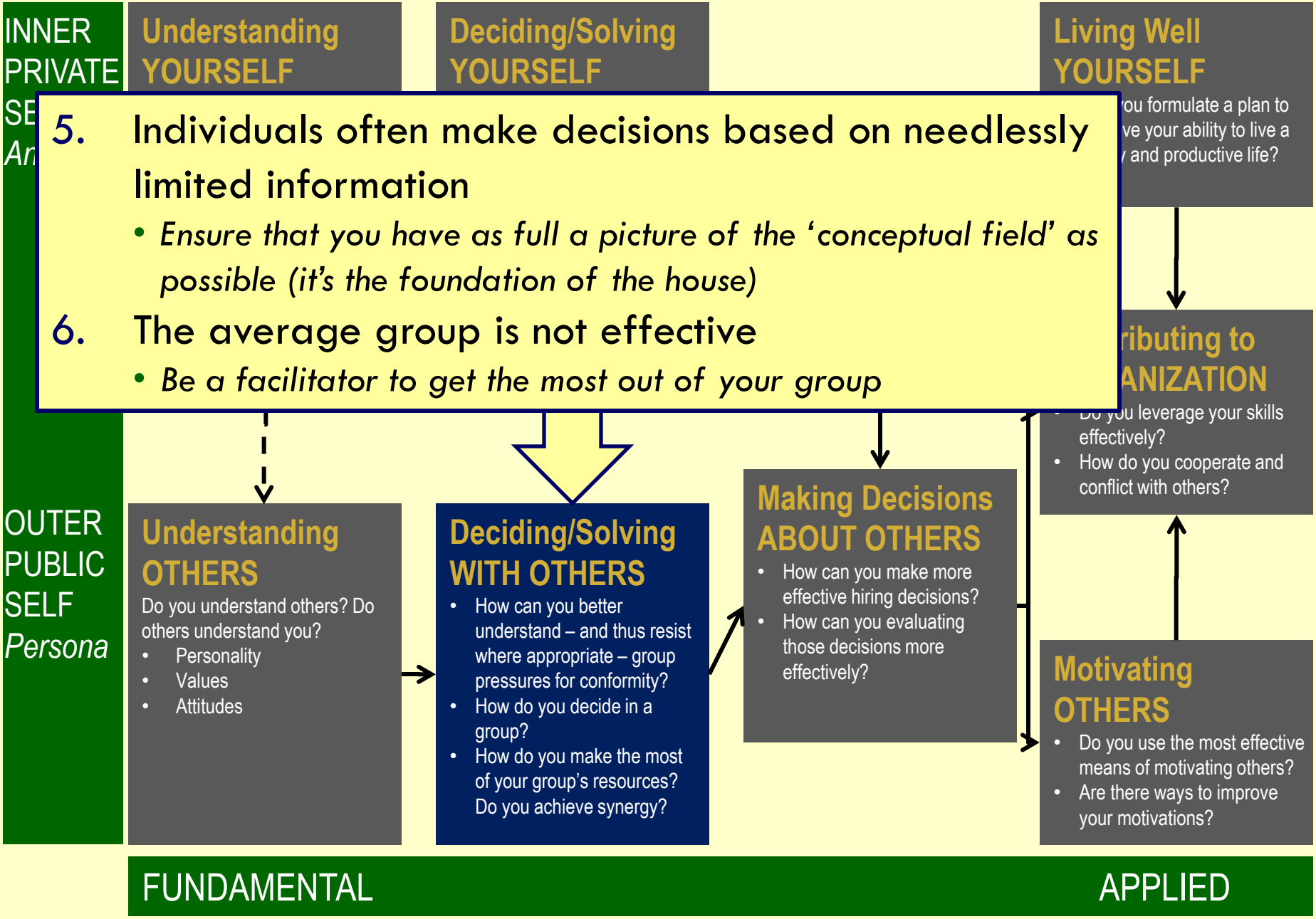
Section 3

Social Dilemmas

MODEL 1: Model of Effectiveness We Will Follow Throughout Course



MODEL 1: Model of Effectiveness We Will Follow Throughout Course



Social Dilemmas

What Are They?

- Social dilemmas are when:
  - One's decision affects another (social)
  - One's selfish interests compete with the other's selfish interests (dilemma)
- How pervasive?
- One means of exploring decision-making in such dilemmas is to look at the "pure" form

Social Dilemmas

The Prisoner's Dilemma

		Thelma: Do not confess (remain silent)	Thelma: Betrays
Louise	Do not confess (remain silent)	**A** T: 1 yr L: 1 yr	**B** T: 0 yrs L: 15 yrs
Louise	Betrays	**C** T: 15 yrs L: 0 yrs	**D** T: 10 yrs L: 10 yrs

NOTE: Entries represent prison term length:
T = Thelma's term length; L = Louise's term length

Social Dilemmas

The Dominant Response

		Thelma: Do not confess (remain silent)	Thelma: Betrays
Louise	Do not confess (remain silent)	**A** T: 1 yr L: 1 yr	**B** T: 0 yrs L: 15 yrs
Louise	Betrays	**C** T: 15 yrs L: 0 yrs	**D** T: 10 yrs L: 10 yrs

If T betrays, she is better off across both of Louise's possible behaviors

If Louise betrays, she is better off across both of Thelma's possible behaviors

Social Dilemmas

The Dominant Response (Gas Station Game)

7-11 \ Quik Trip	Keep Constant	Cut Prices
Keep Constant	**A** Q-T: $1200 711: $1200	**B** Q-T: $1600 711: $400
Cut Prices	**C** Q-T: $400 711: $1600	**D** Q-T: $800 711: $800

If QT betrays, (cuts prices), it is better off across both of 7-11's possible behaviors

If 7-11 betrays (cuts prices), it is better off across both of Quik Trip's possible behaviors

Social Dilemmas

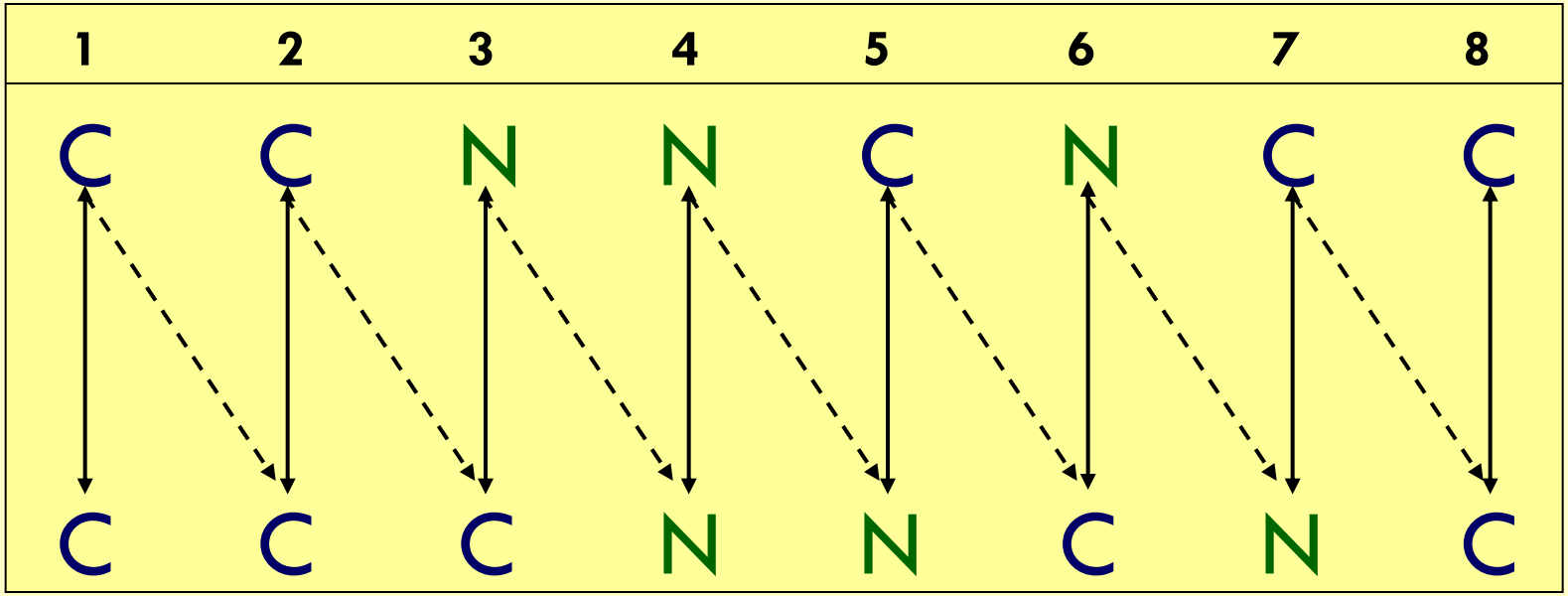
The Prisoner's Dilemma—Best Strategy

- The best strategy in a prisoner's dilemma can be termed "tit-for-tat"
- What is "tit-for-tat"?
  - Cooperate unless/until the other party defects
  - Then base next response on what the other party did on the previous round
  - **Alexrod**: tit-for-tat is nice, retaliatory, forgiving, and clear
  - Trains the other party to be cooperative

Social Dilemmas

The Prisoner's Dilemma—Best Strategy

Tit-for-Tat Illustrated



Note: C=Cooperation; N=Non-cooperation.

Social Dilemmas

The Prisoner's Dilemma

- But…*tit-for-tat can never be expected to do better than opponent*
- Realize that the first defector gains an advantage over opponent, but reciprocal non-cooperation *invariably* leads to poor joint outcomes

Social Dilemmas

Building Cooperation in Social Dilemmas

- Align incentives
  - High-vehicle occupancy lanes, group rewards
- Monitor behavior
  - Shirking less likely when behavior is observed
- Communication
  - Communication breeds cooperation because people make commitments
- Publicize commitment
  - People more likely to carry through if commitment is public
- Redefine the game
  - "Community game" vs. "Wall Street game"

Class #3

Section 4

Martha Rinaldi Case

Decision-Making

1. Did Martha make a mistake in joining Potomac (rather than Deep Dive)? Why or why not?

2. In your opinion, should Martha stay, or should she go? Why? If she goes, should she consider Deep Dive?

3. What type of decision is Martha trying to make – Rational, Rounded Rational, or Intuitive? What do you consider as the factors she should weigh (and does she)?

4. Do you see biases in Martha's decision making? Be specific from the text and class.

5. How could Martha improve her decision making?

6. What do you see as Martha's decisions? Did she make the right decision the first time in choosing Potomac?

Personality/Emotions

1. What would be the characteristics of Martha's ideal job, based on her education, background, and personality? Do you think she can be successful at Potomac, and if so, how?

2. Would you say Martha's emotional intelligence is high or low? Why?

3. Do you think Martha is naïve or wise in her thinking? Why or why not?

4. How would you use the Big Five traits you can identify for the characters to describe the relationship between Martha and Natalie? Martha and Jamie? Based on this, do you have suggestions for how they may improve their interaction?

General

1. Do you think Potomac was deceptive in recruiting Martha? Why or why not?

2. How would you evaluate Martha's communication approach?

Class #3

Section 5

Group Decision-Making

Carter Racing

Instructions

- Read Part A and Part B on your own (15 min)
- Form groups as assigned—you have 20 minutes to come to an agreement about what to do
  - Complete violet form when finished
- Notes
  - Although you are assigned a specific role, it is not required that you stick to the particular conclusion of your role through the interaction
  - Groups may approach me for any additional information they think they might need to reach an agreement on whether or not to race

Carter Racing

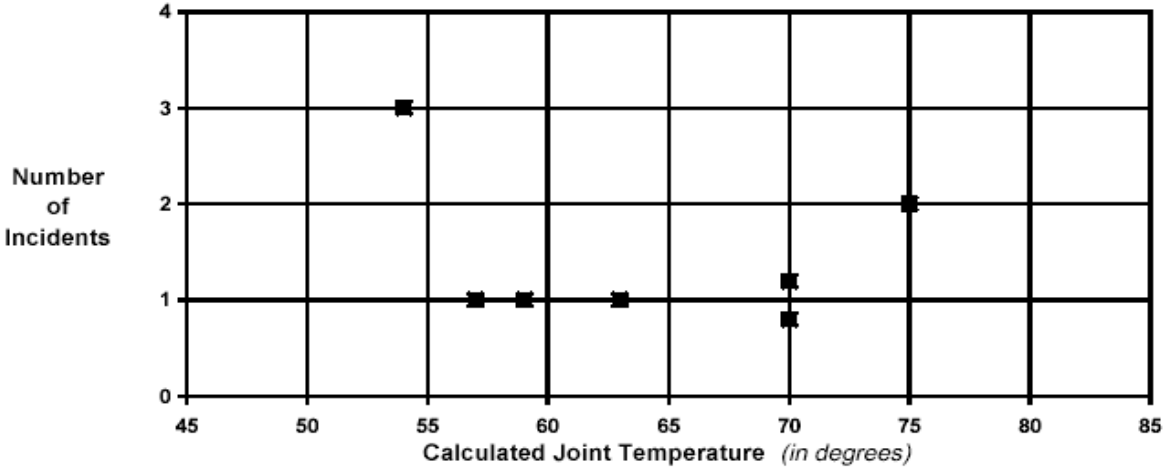
Questions for Discussion

- Was your group able to come to an agreement on what to do?
- What was the rationale for the decision?
- Did any group seek additional information?
- Biases / Other

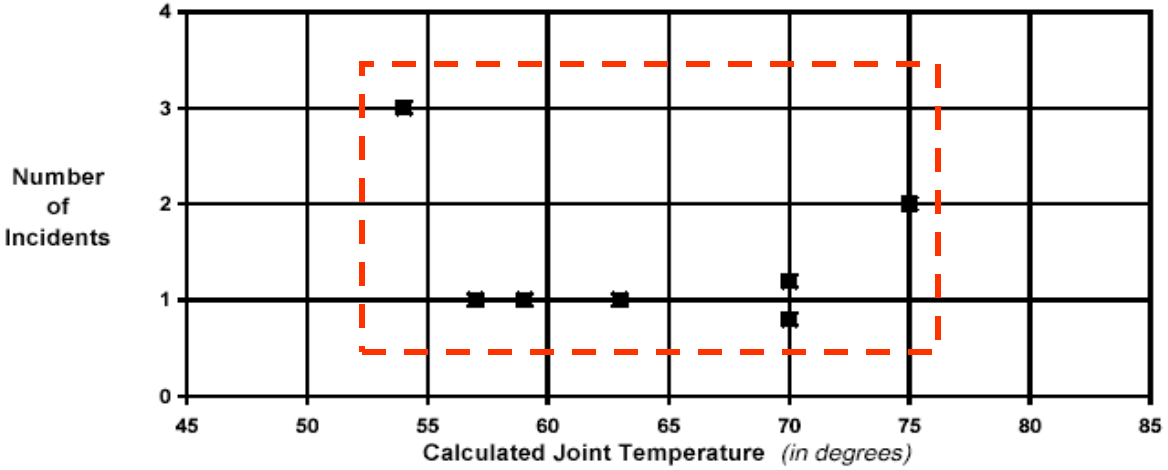
Biases	Other
Sunk cost	Incentives
Overconfidence	Culture
Conformity	Complex systems

- Has our discussion has caused any group to change its decision? If so, why?

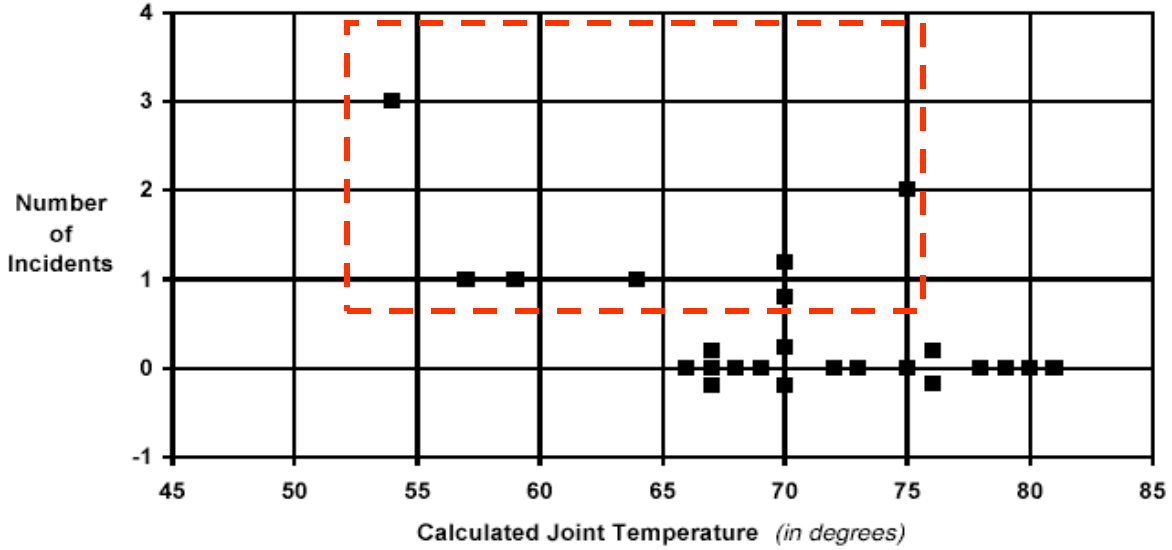
A. Flights with O-Ring Thermal Distress



A. Flights with O-Ring Thermal Distress

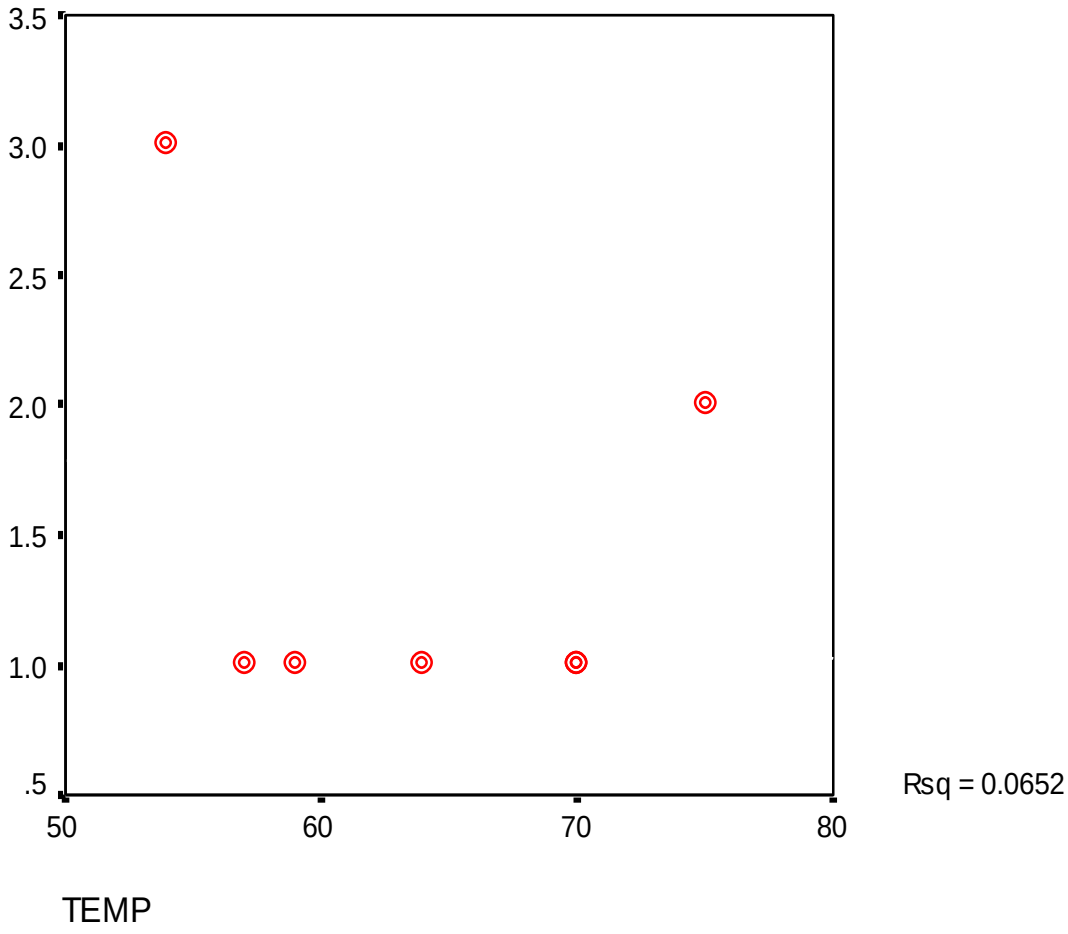


B. Flights with and without O-Ring Thermal Distress



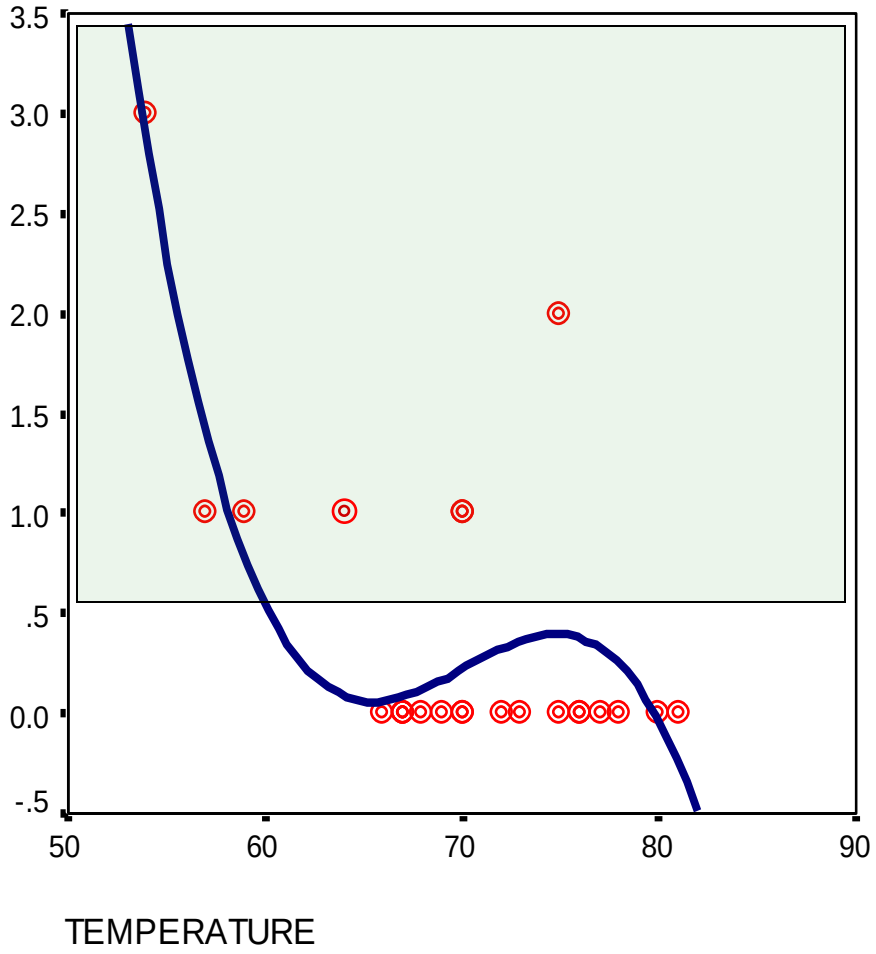
Carter Racing

Sampling on the Dependent Variable

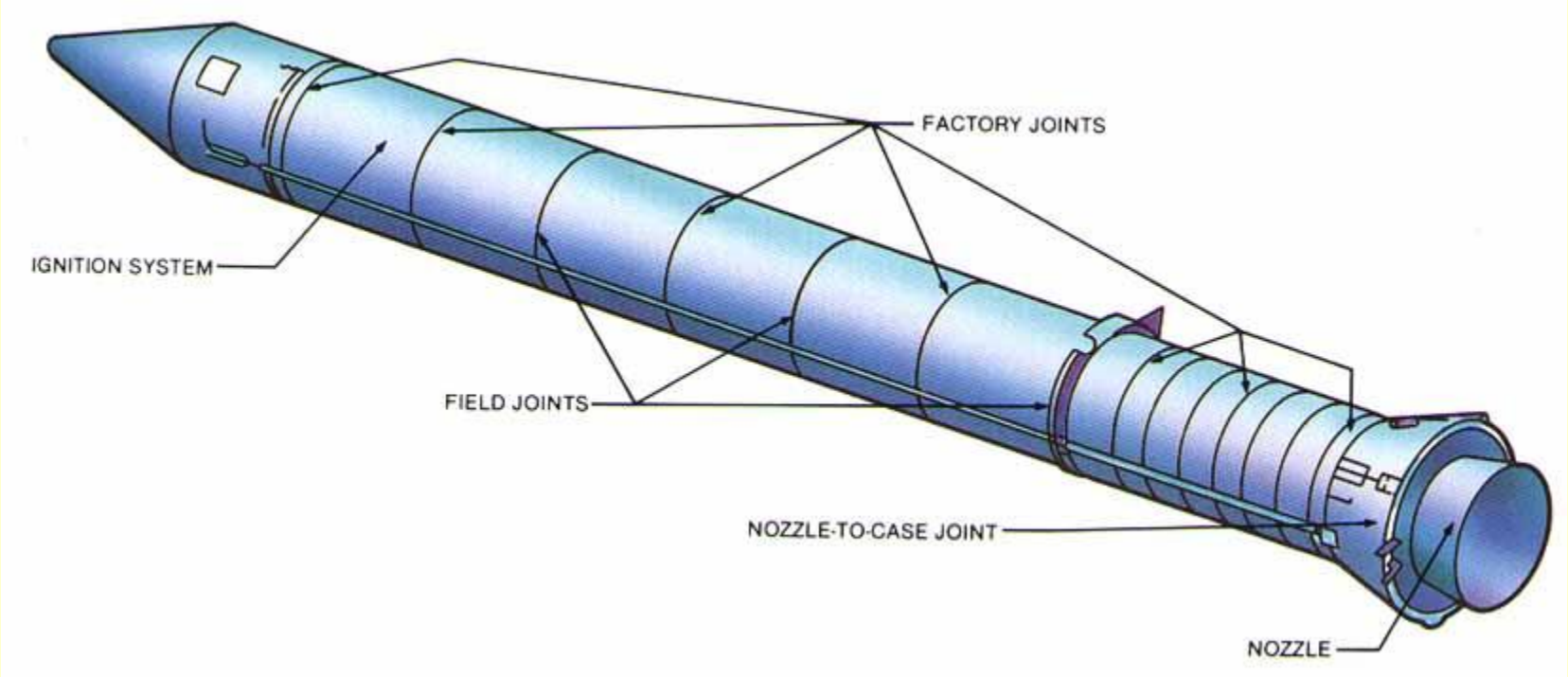


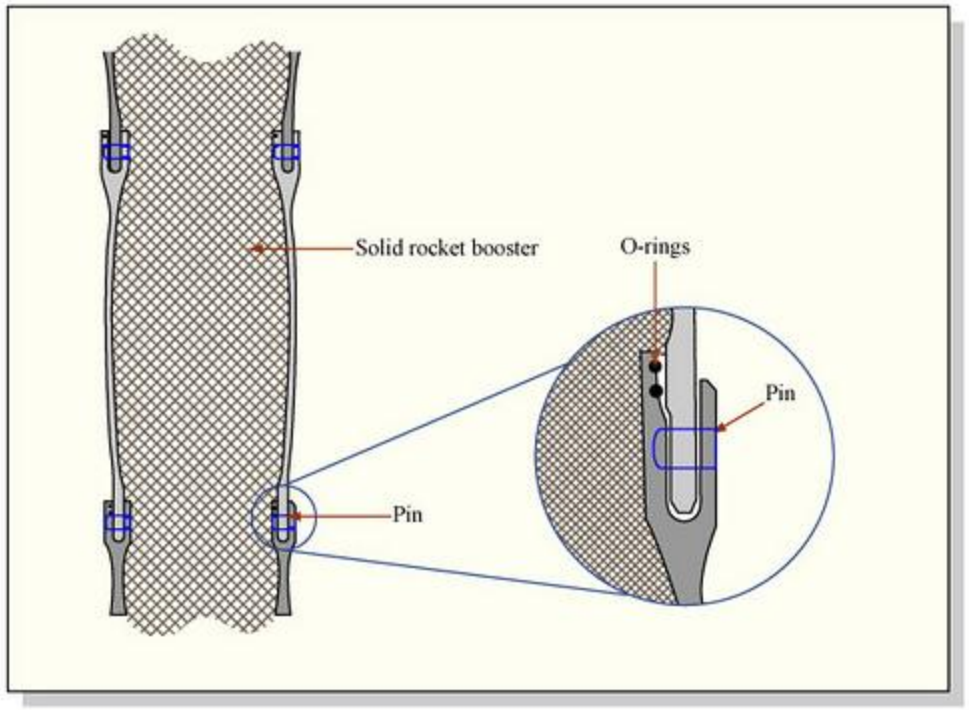
Carter Racing

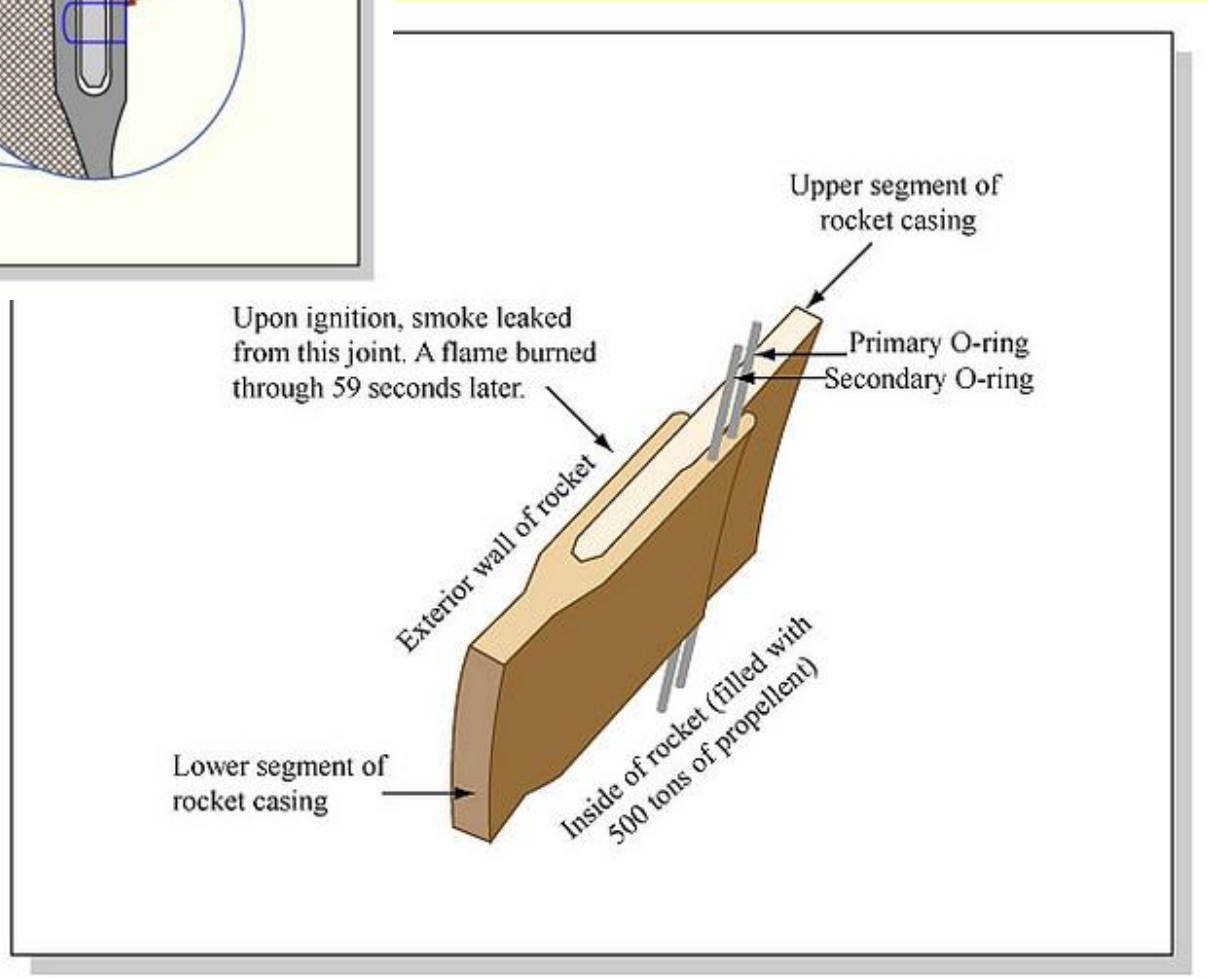
The Real Correlation

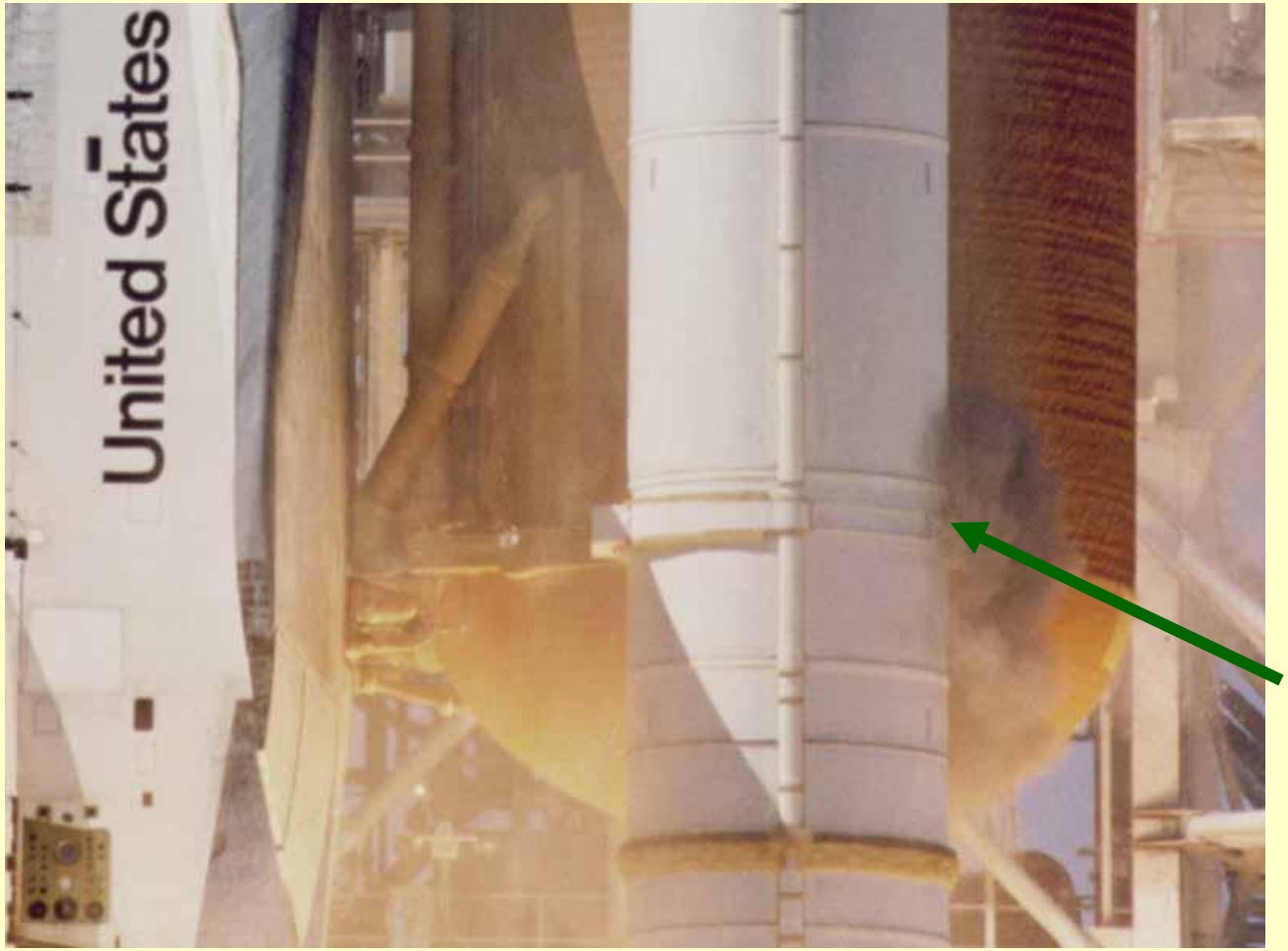


Space Shuttle Challenger at Liftoff
11:38 AM, January 28, 1986


FACTORY JOINTS
IGNITION SYSTEM
FIELD JOINTS
NOZZLE-TO-CASE JOINT
NOZZLE


Solid rocket booster
O-rings
Pin
Pin


Upper segment of rocket casing
Upon ignition, smoke leaked from this joint. A flame burned through 59 seconds later.
Primary O-ring
Secondary O-ring
Exterior wall of rocket
Inside of rocket (filled with 500 tons of propellent)
Lower segment of rocket casing



At ignition, we can see smoke revealing fire and failure of o-ring seal

1973. Morton Thiokol selected to build Space Shuttle solid rocket boosters despite being ranked lowest in engineering design. Two Thiokol managers were on evaluation board. Project is sold to Congress as "paying for itself," built on the assumption of 60 flights per year

January, 1979. NASA engineers report that Thiokol's O-rings are unacceptable; further study shows particular vulnerability in cold

July 23, 1985. Richard Cook, NASA analyst, informed that NASA engineers "hold their breath" at each takeoff

October 1, 1985. Thiokol engineer Bob Ebeling writes a memo crying for "HELP! The seal task force is constantly being delayed by every possible means…This is a red flag."

January12 , 1986. Columbia lifts off after a record-setting 7 delays

January 21, 1986. NASA announces it is seeking bids for a "second source" (besides Thiokol) to supply shuttle rocket boosters

January 26, 1986. Challenger launch postponed for fourth time, providing lead story at all networks

January 27-28, 1986

2:30 PM. Predicted overnight low of 18°F and projected launch temperature of 29°F prompts meeting of Thiokol engineers

8:45 PM. Thiokol's engineers unanimously conclude that launch should be delayed (coldest previous launch--53°F)

10:00 PM. Thiokol management recommends against launch. NASA, arguing "data are inconclusive," sharply challenges position

"I am appalled at the Thiokol recommendation"

"When do you want me to launch? Next April?!"

10:30 PM. Thiokol asks for time to consider NASA's comments

11:00 PM. Thiokol engineers continue to argue strongly against launch. Thiokol management votes to recommend launch

11:30 PM. Thiokol faxes authorization memo to KSC

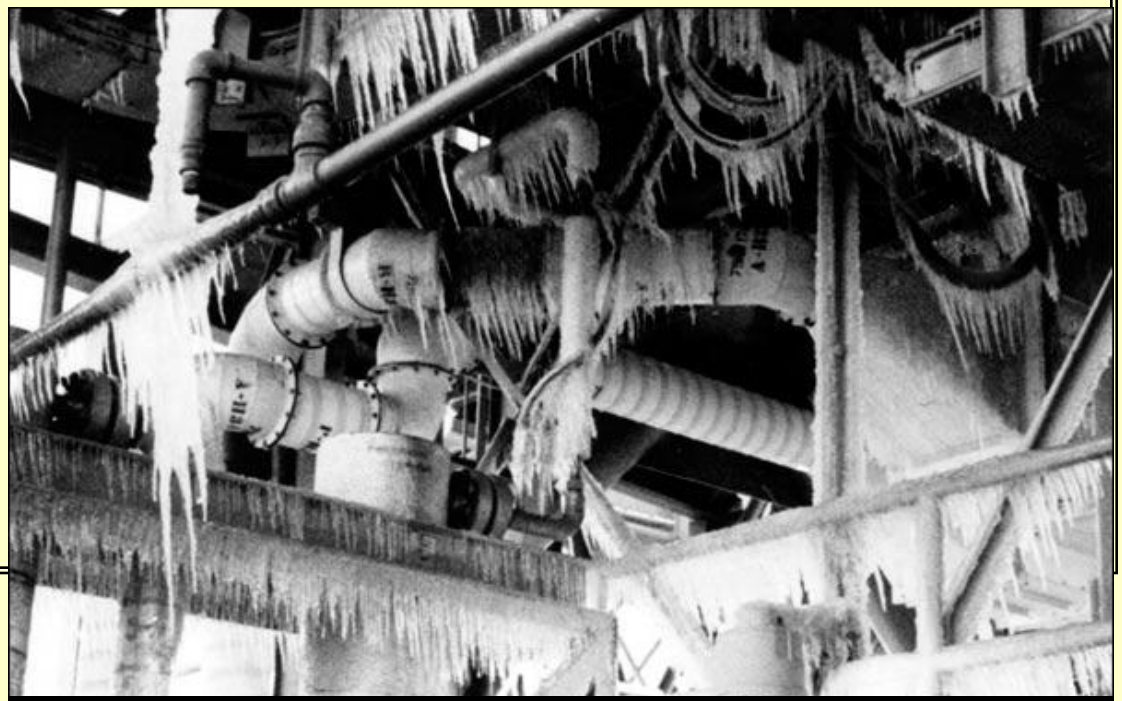
7:00 AM. Launch pad complex is covered in ice. Rockwell asks KSC representative to "make sure NASA understands that Rockwell feels it is not safe to launch"

11:23 AM. Mission Control gives final "go ahead" for launch

You aren't going to find an engineer to stand up and say, "Excuse me, but we might have an explosion on the next shuttle flight because the O-rings might break." It's just not going to happen. If someone did get up, he would quickly be branded a "nay-sayer."

I never said a word in those meetings; I was a nobody--more junior than the veteran engineers. And there was always the nagging thought in the engineers' minds that, "Gee, maybe we're wrong; maybe nothing will happen."

--Richard Cook
NASA Manager



Launch Pad, Space Shuttle Challenger, January 28, 1986

Group Decision-Making
Lessons Learned?

- NASA learned engineering lesson but didn't learn management lesson
- Original shuttle specifications stated that the external tank was not to shed foam
  - NASA managers came to see foam shedding and debris strikes as an "acceptable risk"
    - Majority of launches recorded foam strikes and thermal tile scarring
    - Sound familiar?
- What is management lesson?

– On Columbia, foam strikes damaged tiles, which on re-entry allowed hot gases to penetrate and destroy the wing, causing breakup of the vehicle

- "We have a wealth of information we didn't have before," Joe Anderson, then a senior Countrywide executive, said in a 2005 interview. "We understand the data and can price that risk." -- *BusinessWeek*, 2007

Group Decision-Making

Financial Crisis

- "Analysts who stick their necks way out, especially on the negative side, often get their heads chopped off," wrote Henry Blodget, the once celebrated but later reviled dotcom analyst
- In 2008, only 8% of analyst recommendations were "sells“
- In what ways is the financial crisis understood in light of what we've learned?

Group Decision-Making

Another Example

The BP operator reported that when one of the men carried a handful of rubber material to a superior, concerned that the rubber seal down in the well had been damaged, he was told,

"No, that can't be. We always get that kind of material coming up."

Group Decision-Making

What Can We Learn?

- It's not easy to debate
  - How to balance critical discussion and divergent thinking with mutual respect
- It's not easy to be humble
  - Often the best decision is the one that is most robust to alternative imagined scenarios
- When efficiency and speed matter, groups may not be best

Group Decision-Making

Learning Points

- A tragic paradox in group decision-making: Diversity doesn't help
  - But if diversity doesn't help, why have groups?
    - The very effectiveness of groups (over individuals) depends on diversity
  - How can we avoid the tragedy?
- Do we have all the important information we need? Are we missing anything? Has everyone had a chance to speak piece?
  - Good decisions less about decisions than data

Class #3

Section 7

Break

Class #3

Section 8

Leadership Feedback Reports

Deferred until August Class

Class #3

Section 9

Leading Decision-Making Groups

Class #3

Section 10

TerraCog Case

1. What do you see as the real reason TerraCog developed Aerial? Did personalities help or hinder the progress of Aerial? Who and why?

2. Did TerraCog miss the boat when they decided to skip upgrading their product to match or exceed the competitor's the first time, or was it wise to wait? Should they later have sought to develop a copycat product, or no? Now review your answer – what type of decision-making process did you employ to answer the question? Is your rationale process a common or novel approach for you when evaluating these of decisions?

3. Do you see the size of Emma's group (large) as a help or hindrance to Aerial's launch success? Are Emma's fears about this well founded? What size and type of group would be ideal?

4. How would you rate TerraCog's decision-making infrastructure? Does it seem common to you, or not? How so?

5. Describe the group dynamics and what you can infer about the motivations of the individuals. Are they all working toward the same goal? What group techniques might they explore to overcome the limitations of their group?

6. How should TerraCog frame their internal negotiations over the price of Aerial? How can they best reach a decision on price and product capability?

7. Do you see the organization chart as effective or ineffective, based on Organizational Behavior and the people involved? What reporting relationships may be best changed to bring the realities of Organizational Behavior in line with the goal of launching Aerial? Would your suggestions be different if the goal is to determine the feasibility of Aerial? Would your suggestions be different if the goal is to determine the features of the product? The pricing?

8. Pulling together all you find about the personalities and using principles of Organizational Behavior, how would you place the people at the table for the important meetings? Does it matter, and why?

Class #3

Section 11

Jamie Turner Case

1. Is Jamie Turner a job hopper, do you think, or has he just not found the right position? Support your answer by evaluating his personality along the Big Five traits.

2. At what point in a job does Jamie seem to second-guess his career choice in all the positions he has held? What seems to be his values?

3. Was the position and the company MLI a good choice for Jamie initially (Person-Job fit and Person-organization fit)? Why or why not?

4. What, if anything, should Jamie have done differently in his initial evaluation process of MLI to be certain he was making the best decision based on his personality, values, and goals?

5. What would be Jamie's ideal job, in your opinion? Why?

6. What do you think of Jamie's early moves/management decisions at MLI? What biases and errors can you identify in his thinking?

7. How would you characterize Cardullo's personality (Big Five) and how is his personality congruent (or not) with Jamie's?

8. How do moods and emotions play a role in Jamie's problems with Cardullo?

9. Based on Jamie's and Cardullo's personalities, what if anything could they have done to work better together?

10. What type of decision did Cardullo seem to make regarding his pricing strategy?

11. Why did the relationship between Jamie and Chin deteriorate? How might it be restored to a good working relationship?

12. What can Jamie do to stay at MLI?

Class #3

Section 12

Emotions Feedback Reports

Q&A

University of Notre Dame

EMBA 60616:

Leadership and Decision-Making

Fall, 2013

Emotions Feedback Report

Values and Emotions

Grant Apoint

Professor Timothy A. Judge *July 27, 2013*

Values and Emotions

Values: Your Scores

	Raw Score	Population Norm	Last Year's Class Norm	This Year's Class Norm
Achievement	8.00	117.59	107.04	115.69
Concern for Others	0.00	-263.46	-234.89	-210.69
Fairness	9.00	152.21	194.11	135.86
Honesty	7.00	67.37	-5.54	-12.28

Values and Emotions

Positive Affects: Your Scores

	Raw Score	Population Norm	Last Year's Class Norm	This Year's Class Norm
Positive Affect	3.81	82.75	37.43	44.32
Joviality	3.25	4.88	-49.79	-40.77
Self-Assurance	4.17	159.36	121.54	150.84
Attentiveness	4.00	134.09	20.93	21.48

Values and Emotions

Negative Affects: Your Scores

	Raw Score	Population Norm	Last Year's Class Norm	This Year's Class Norm
Negative Affect	1.43	-103.94	-51.40	-40.14
Fear	1.50	-44.55	-44.55	-31.49
Hostility	1.50	-64.47	-33.94	-29.65
Guilt	1.50	-48.85	-15.90	-26.79
Sadness	1.20	-130.61	-76.31	-61.37

Values and Emotions

Other Affects: Your Scores

	Raw Score	Population Norm	Last Year's Class Norm	This Year's Class Norm
Shyness	1.50	-84.22	-4.43	-24.58
Fatigue	1.25	-242.66	-4.43	-24.58
Serenity	3.33	67.83	13.75	26.34
Surprise	2.67	123.68	7.96	30.80

Values and Emotions

Emotional Intelligence: Your Scores

	Raw Score	Population Norm	Last Year's Class Norm	This Year's Class Norm
Self Emotions Appraisal	5.75	60.17	-7.47	-32.94
Others Emotions Appraisal	4.75	-8.36	-55.42	-102.59
Use of Emotion	6.00	98.89	6.15	18.18
Regulation of Emotion	6.00	88.35	52.85	48.61
Overall Score	5.63	58.80	4.41	-23.87

Next Class

Making Decisions About People and Motivating Them

- Readings summaries for Chapters 7, 8 and 17 due
- "Clayton Industries", "Engstrom" case discussions
- To Do List
  - Read textbook chapters write ½ page/each
  - Read cases and prepare answers
  - **Meet the due dates of August 5 (Action Research Project), and August 10 (Collecting No's) by email**