Instructor   Robert B. Turrill, PhD
Class time: Tuesday, 6:30 to 9:30 pm
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Required reading: TRAINING IN INTERPERSONAL SKILLS, Robbins & Hunsaker, Pearson Prentice-Hall, 6th ed., 2012.

WORKING WITH EMOTIONAL INTELLIGENCE, Goleman, Bantam Book, 2000, 2006.

COURSE READER, Articles and Cases (in the Book Store)

Suggested reading: ON BECOMING A LEADER, Warren Bennis, Perseus Publishing, revised edition, 2003
SOCIAL INTELLIGENCE, Daniel Goleman, Bantum, 2006
PEOPLE STYLES AT WORK, Robert & Dorothy Bolton, AMACOM, 1996 (for April 3 session)

<u>INTRODUCTION</u>

This course deals with the nature and development of interpersonal competence. The context is the professional and organizational environment. However, the skills, values, and knowledge gained are similar and useful in other interpersonal contexts. The focus on influence and power leads us to look at what the goals and outcomes of interpersonal competence are as well as what the guiding principles of influence attempts are. To become more proficient interpersonally, we need to focus at different levels of behavior - 1) understanding our own individual patterns of behavior, capabilities, and frames of reference; 2) understanding others; 3) understanding collaborative and team behavior; and 4) understanding managerial and organizational issues that impact our effectiveness. Beyond this organizational context are broad opportunities for "networking" for personal, organizational, and other reasons.

COURSE LEARNING OBJECTIVES

- To understand the nature and behavior of interpersonal influence and power in the context of organizations and professional life.
- To develop frameworks for thinking about influence and power and for choosing appropriate techniques that fit various situations while maintaining the integrity of the relationship, participants, and organization.
- To be able to influence more effectively and feel more congruent in the use of power to achieve legitimate organizational goals.
- To develop essential interpersonal competencies.
- To further the development of one's leadership skills, orientations, and values.
- To further develop skill and values of collaborative behavior in teams, organizations, across organizations, and in developing personal networks.

In addition, at the end of the semester, you should have a greater capability for:
- being more assertive
- being more empathic
- being a better communicator
- being a better collaborator
- being a better team leader
- being a better team contributor
- feeling more powerful
- knowing how to become more "intentional"
- being more responsible and proactive
- "enrolling" others in your objectives and view point
- self-confidence
- networking
- managing relationships at work – "managing up," your direct reports, and your peers
- taking on personal development goals
- influencing without authority
- sharing leadership and responsibility
- solving interpersonal conflict
- being effective and "straight forward" (non-manipulative)
- understanding, and performing within, "political" environments

COURSE FORMAT
To achieve these objectives, we will use multiple formats - lecture, workshop, self-assessment, ELC sessions, an outdoor team-building session, team projects, cases, videos, and guest speakers. The course involves both learning about interpersonal effectiveness in readings, cases, and lectures, and "practicing" interpersonal skills and influencing others.

We will also use teams in class for certain exercises as well as team assignments. In addition to teams, we will use a "partner" structure to work on the attainment of personal development goals in the area of interpersonal influence and effectiveness.

COURSE REQUIREMENTS AND EXPECTATIONS

- Being present, being prepared, and performing in class is essential for successful learning and development, as well as for a successful class experience. If you must be absent, please let me know in advance, and make sure any assignments that may be due are turned in by a team member, and that your team makes sure you have notes or hand-outs from the missed session.

- This is a discussion, team, and case course, **please close your laptops and turn off all electronic devices including cell phones** while class is in session.

- There is a case assigned every week. You are expected to have read the case and be prepared to respond to the questions that are posted on Blackboard as well as to interact with other students on developing an understanding of the case and potential recommendations for more effective behavior of the key actors in the case.

- Each individual will engage in self-assessment activities and in an assessment of the team experience. Much of the self-assessment data and insight will be shared within the teams, and in summary form within the class. At the end of the semester, all students will write an individual paper summarizing their self-assessment data, their contributions to the team, insights about collaboration in teams, and their evaluation of their influence/power strengths and weaknesses.

- Occasionally, you will be asked to share your "influence" experiences (and other professional challenges) with your team and with the class.

- There will be one mid-term case exam (March 27), and one individually prepared case analysis (February 28).

- Each individual will be a member of a four or five person team. Each team will select one of the assigned cases and submit a written analysis on the day the case is discussed. Teams will be assigned different cases throughout the semester (cases in weeks 8 and 13 are not available for this assignment). For the assigned case the team will write up, the team will be expected to take a lead role in the case discussion. This is not a formal presentation, and an active engagement in the case discussion.

- Each team will also select one session for which the team will make a brief (e.g., three or four power point slides) response, synthesis, applied examples, etc. of

content themes for that session to introduce the discussion for that portion of the class session, as well as to link the present session's theme with the prior week.

- Each team will also complete a short "service-learning" project, where team development, leadership development, and community service are combined in the project. There will be a short write-up and presentation of the project during the last two sessions of the class describing the project and analyzing the team process and the impact of the team experience.

- Content notes will be posted for most sessions on Blackboard before each session. We may not discuss all notes during the session, but you should have read the notes and be aware of their content and level of significance.

PERFORMANCE EVALUATION

Evaluation of performance will be based on the following. Each graded assignment will be evaluated on a 10-point scale where a 9 and a 10 are "excellent" analyses, papers, presentations, exams, or projects. This allows for everyone to do well on any individual requirement. Final course grading will be in accordance with the policy of the Marshall School of Business where your final grade will depend on your relative performance in the class to achieve (no more than) a 3.5 gpa for the class as a whole.

Self-assessment paper, including your team analysis	20%
Mid-term exam (case)	20%
One individual written case analysis	10%
Team project	20%
Team case analysis	10%
Individual contribution/participation in class and completion of responses to several other short assignments	20%
	100%

__WEEKLY ASSIGNMENTS__ (Changes may be made to the schedule based on speakers' availability and pace of the class.) "R" refers to articles and cases in the Reader. Questions for the cases, and other assignments, will be posted under "Assignments" on Blackboard. You should check the Blackboard postings under "Announcements," "Content," and "Assignments" before class in time to adjust your responses if necessary.

__Week 1 - January 10:__ __Introduction to the course__
No assignments

Week 2 - January 17: Focus on the individual - self-assessment, understanding, and
mindset
   - Read Robbins, Chs l & 2

   - Read Bennis, Chs 2 & 3 (suggested)
   - R – "Asserting Yourself: How to Say "No" and Mean It"
   - Complete SAQ's 1–7 including "summary" in Ch 2 of Robbins

   - Case: "Erik Peterson (A)(B)"
   - Form teams

Week 3 - January 25: Focus on the individual - development and goals
   - Read Goleman, Chs 1 - 6 and appendices 1-3
   - Read Bennis, Chs 4, 5 & 6 (suggested)
   - Read Robbins, Chs 3 and 4
   - R – "Coaching the Alpha Male"
   - EI assessment (in class)

   - Case: "Erik Peterson" (C)(D)

   January 29: – **OUTDOOR TEAM-BUILDING** (8:30 to 4:00 Culver City)

Week 4 - January 31: Focus on interpersonal influence and competence
   - Read Robbins, Ch 5 and 6
   - Read Goleman, Ch 7
   - R – "The Team That Wasn't"

   - Case: "Bob Knowlton"
   - "Interpersonal Influence Inventory" (in class)

   - Guest speaker – Pamela Hawley, CEO/Founder
    Universal Giving

Week 5 - February 7: Focus on collaboration - building teams
   - Read Robbins, Ch 16 and 17
   - R – "The Discipline of Teams"
   - R – "Managing Your Team"

   - Case - "David Fletcher"

   - Bring your personal goals for the course and a brief personal
    profile using self-assessment results. (ELC)
    (use summary format at the end of Ch 2, Robbins)

Week 6 - February 14: Focus on interpersonal influence in teams
- Read Goleman, Ch 9
- R – "A Note on Team Process"

- Case - "The Chattanooga Ice Cream Division

- Team charter due; present team to class using self-
   assessment data summarized along with charter

Week 7 - February 21: Managing and leading teams

- R - "Managing A Task Force"
- Read Robbins, Ch 19

- Case – "Aston-Blair, Inc."
- Select partners for personal goal development
   (ELC)

Week 8 – February 28: Focus on managing - exercising influence and power

- Read Robbins, Chs   14, 15, & 18
- Read Bennis, Ch 7 (suggested)
- R - "What It Really Means to Manage"
- R - "Power Dynamics in Organizations"

- Case - "Jeffrey Smith" **(Individual analysis due on this case)**

 - Guest speaker – Chris Harrer, Marshall Alum, Entrepreneur

Week 9 - March 6:   Performance management

- Read Robbins, Ch 7, 8, 9, 10, & 11
- R - "Managing Performance"
- R - "Building Effective One-On-One Work Relationships"

- Case – "Karen Leary (A)(B)"
   (ELC)

   March 13:   SPRING BREAK

Week 10 - March 20: Persuasion and mutual influence

- Read Robbins, Ch 13, 20, & 21
- R - "The Power of Talk: Who Gets Heard and Why"
- R – "Enhancing Power Through Mutual Influence"
- R – "Taking The Stress Out of Stressful Conversations"

- Case - "Jensen Shoes: Lyndon Brooks' Story"
- Case – "Jensen Shoes: Jane Kravitz's Story"
  (two teams can do these two cases)
- Video (in class) – Cialdini

Week 11 – March 27: Mid-term exam

Week 12 - April 3:   Influence without authority

- Read Robbins, Ch 12
- Read Goleman, Ch 8
- R - "Influence Tactics"
- R - "Building Coalitions"
- R – "Exercising Influence Without Authority"
- R – "How Fluent Are You in the Four Behavior Styles?"
- Suggested reading – the Bolton Book for tonight's session
- Case - "Jack Thomas"

- Guest speaker – Alyson Daichendt, Accenture Consulting

Week 13 - April 10:   Managing Up

- Read pp. 200- 208 in "Enhancing Power Through Mutual
  Influence"
- R - "Managing Your Boss"
- R – "The Fundamentals of Managing Up"

- Case – "Lisa Benton (A)"
  (ELC)

Week 14 - April 17:   Building networks

- R - "Managerial Networks"
- "Network Assessment Exercise: (in class)
- Case - "Heidi Roizen"

Week 15 - April 24: Building social capital

- **Team project presentations**

May 8:   - INDIVIDUAL PAPER DUE

Notes: Academic integrity is a critical value of the University community. Integrity violations destroy the fabric of a learning community and the spirit of inquiry that is vital to the effectiveness of the University. Academic integrity policies, the description of prohibited behavior, and the appropriate sanctions are described in the current edition of SCAMPUS.

Students with disabilities: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 am to 5:00 pm, Monday through Friday. The phone number of DSP is (213) 740-0776.

TEAM ASSIGNMENTS – SUMMARY

1.   Team project – see p. 11

2.   Team case analysis – see p. 10

3.   Performing as a "learning team" – Use team to develop skills to both design and perform as a high performance team. Do experiential exercises to enable this learning. Focus on positive process issues and team development. Understand the influence dynamics of your team and how you influence team members.

4.   Present team to class using assessment data and team charter.

5.   Team response to content theme – Each team will select three alternative nights to prepare a response to the content for the session and to link the session to the prior week's content and theme, and will present on one of those nights. All sessions will be covered by a team. This could be in the form of examples of the content themes, an application of the content theme (including a brief summary), or some other creative response, even a short case or experience. This presentation to the class should be no more than 15 minutes.

INDIVIDUAL PAPER ON TEAM EXPERIENCE, SELF-ASSESSMENT, AND PERSONAL GOALS AND DEVELOPMENT

The purpose of this final paper is to integrate your learning and experience this semester in the area of influence and power and in team performance. Your paper should address two major areas – your self-assessment and development and your team experience:

- Self-assessment. Combining, summarizing, and analyzing your self-assessment data and profiles, develop a description of your understanding of yourself in regards to interpersonal influence, team contribution, collaboration, leadership, and managerial capabilities (use your first short profile summary as the beginning of this section). Discuss your personal goals for the semester, what you did to achieve those goals, how successful you were in achieving your goals, and what new goals you will set for yourself for the future. Be analytical and insightful about yourself, your capabilities and potential limitations, and on-going needs for personal and professional development.

- Assess your team experience. How effective was your team in terms of outcomes as well as internal process? Discuss the dynamics of your group from formation, through early development and planning, to implementation and performance. What influence patterns did you observe within your team? How did influence patterns affect the performance of the team? How could the team have been more effective? Discuss various aspects of the team – for example, membership, participation, influence dynamics and leadership, communication, roles, problem solving, motivation, decision-making, etc. Analyze your team's "process gains" and "process losses."

- In discussing both your team and yourself, what key concepts, skills, approaches to interpersonal competence and influence were most useful to you? What do you feel is most useful to you either personally or professionally? Why?

- In your summary, list, and briefly discuss, your personal goals in the area of interpersonal influence for the future, why you have selected these goals, and how you intend to achieve them. Briefly discuss your relationship with your partner and your support for one another in achieving your personal goals.

You should be able to complete this assignment in 10 – 12 (double-spaced) pages. Attach personal data summaries as an appendix (don't attach the actual instruments).

CASES

- Team case: Each team will select one of the assigned cases and submit their written analysis on the night the case is assigned for discussion. The assignment involves completing a written analysis (approximately 7-10 pages, double spaced) responding to the questions posted for that case. (Cases on February 28 and April 10 are not available for team analysis.) Teams assigned to the particular case should be prepared to take the lead in the discussion of the case.

- Individual case: Each individual will write up their response to the questions posted for the case assigned on February 28. The assignment involves completing a written analysis (around 7 – 10 pages, doubled spaced) for evaluation.

- Mid-term exam: The mid-term exam case will be a written exam on March 27.

- Case questions: Questions to guide your analysis will be posted under "Assignments" on Blackboard for each case. In addition to responding to these questions, you may want to go outside these boundaries for your analysis if you discover issues in the case not covered by the questions.

    When doing case analyses, avoid only using your opinion on the case and its outcomes. Be analytical, showing the relationship between different aspects of the case.   Where appropriate use the reading material to assist you in your analyses, diagnoses, and recommendations, applying conceptual frameworks to your analyses where they are helpful for understanding and problem solving.

- Case preparation: When you are not doing a formal preparation either for an individual case submission or for a team case, you are expected to have read the case, thought about your response to the questions, and be prepared to engage in a discussion of the case.   Don't just state your opinion of the case; think through the relationships and what motivates behavior that leads to the consequences of behavior, and apply "frameworks for thinking" about the case situation that may be suggested in the readings. In some cases, you may want to discuss a managerial approach; in others a problem-solving approach; in others a developmental or learning approach. There will be cases that could be handled with a number of different approaches.   There usually are multiple approaches That could be suggested and supported in understanding the case and making recommendations for improvement.

TEAM PROJECT WRITE-UP AND PRESENTATION

Each team will plan, conduct, and assess a short community service project during the semester. A "service-learning" project connects the course with the external environment in somewhat of an unusual way. The purpose is to learn about influence and team behavior by engaging with an external group where the teams provide some desired service to the groups, agencies, or individuals. This will develop an example of "mutual influence" through service to the external group and learning within the team.

There are four components of this project assignment:

* To conduct an "action" project that benefits someone else in the community.
* To engage in a "service-learning" opportunity where course content is connected to an external service project.
* To experience a "mutual-influence" situation and be aware of the leadership implications of the experience.
* To assess the "team development" aspects of doing a project together that benefits someone else as well as the team.

Assignment: Each team will select a community client to work with, plan a two-day (or one full day) project, reflect together on the experience, and do a short write-up of the project, and present the project to the class during the last session of the course. The paper and presentation will include two components:

* A description of the client, the project, and project outcomes.
* An analysis of the impact of the experience on the team and learning gained from the experience as a team. As you discuss the project's impact on the team, discuss the development of your team over the semester, including critical events, dynamics, and problem-solving. Discuss "process gains and losses" within the life of the team, including how you could have been a more effective team.

The paper should be no more than ten, double-spaced pages, and the presentation no more than 15 minutes. Integrate your team experience during the semester and team profile into this final presentation.

Some guidelines: To be effective as an experiential learning activity, projects must fulfill three process objectives as well as performance objectives:

* Reflection: Learning doesn't necessarily take place without active reflection on the experience and the potential lessons learned (similar to debriefing sessions in the ELC).

- Reciprocity: The needs being served of the community participants are defined by the agency or group, themselves. Through mutual responsibility and influence, both parties gain.

- Learning in context: The context for learning may be different from a typical work, or professional, context, but leadership and influence can be learned through engaging in different types of contexts.

Notes: The Director of the Volunteer Center on campus is available to assist teams in finding a community agency with which to work if the team, itself, does not have access to an appropriate site or agency.

USC has a long tradition of working successfully in the local community.   A few years ago, USC was recognized as the "University of the Year" for its active work within the local community. There are over 350 service programs operating under the Civic and Community Relations unit on campus. The Marshall School also has a history of community involvement. The Leadership Institute under the direction of Warren Bennis, offered a multidisciplinary leadership development program (Presidential Fellows Program) for graduate students (including MBA and doctoral students) that had at its central design feature, a self-designed community-service project, where leadership could be learned through engagement with the community. Other community involvement efforts have included Challenge for Charity, the McCabe Foundation Fellows program, the Immersion Weekend Program, and other MBA volunteer programs.

Business students tend to be very effective applying their business skills and approaches to other organizational problems and in return learn about others in the community who have much different experiences and needs. Many graduate business students come to graduate school having participated in community service activities in prior contexts, as undergraduates or in their communities.

Our first speaker will address the concept of "social entrepreneurship" and describe her current venture. She is a graduate of the Presidential Fellows Program and will relate how community involvement has shaped her career.