Location: USC University Park, Los Angeles
Room: TBD
Campus Meeting Dates: September 13, September 14, November 22
Instructor: Ann Reyes-Robbins, MA, JD, PhD
Telephone: 951-427-3096; 909-455-4013 (cell)
E-mail: reyesrob@usc.edu
Office hours: By appointment

Course Format

The Fall format for the 2-unit intensive is:

15-week session: August 25 – December 5, 2014
In-Class Days: SA, SU 9/13-9/14, SA 11/22, covers 3 weeks of instruction
Class Hours: 9 AM to 4 PM (one hour lunch break) for a total of 6 hours each session
Total in-class hours: 18 hours
Weekly instruction: One hour for a total of 12 weeks (between in-class sessions)
Total hours online: 12 hours

Total required hours of instruction: 30 hours

Completion of the online work/interaction is required in order to successfully pass the course

Required Texts (all are available in traditional format or as Kindle texts)


Free Audio Text for Online Activities


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1 As of August 11, 2014, a classroom has not been assigned. Please check the course Blackboard site for all room change announcements.
Course Description

This seminar course begins with the premise that leadership skills can be taught and developed and that leadership is designed, not accidental. Through exposure to a body of leadership theory and application of theory to real-world cases, this course intends to improve your practice of leadership.

The course emphasizes action-based learning with the active involvement of students to teach the application of leadership processes. An initial premise of the class is that leaders develop skills for processes in five arenas:

- **Personal**: how individuals process information, negotiating styles, preferred decision-making patterns and leading from core values.

- **Group**: the dynamics of group interaction, how individuals relate to each other, differentiating between groups and high performing teams.

- **Organizational**: the predictable features of organizations such as structure, human resources, systems, competition, symbols and culture, with an important leadership skill at this level developing a shared vision and effective organizational culture.

- **Community**: effectively connecting the organization to the stakeholders, customers, and others outside the organization- leading outward.

- **Institutional**: a consideration of the effect of the rules, history, context, issues, and policy process that affect leadership in the public and nonprofit sectors- leading upward.

The class draws on my experience researching and working in the public and nonprofit sectors over the past twenty years as a nonprofit board member, public and private sector attorney, social work researcher, nonprofit founder, public and private sector educator, and public agency analyst, supervisor, and manager.

Course Approach

The class format is a seminar with extensive class discussions. The discussions draw upon each student’s insights, reflections, and professional experience to build an understanding of the readings. The assigned readings are the foundation for all class activities. If you have questions on the readings, please feel free to e-mail me prior to class or to raise your questions in class through the classroom discussion board. Please
complete all readings of assigned texts for each week prior to responding to any discussion board questions for that week.

As you read the materials, please note the varied research methodologies and empirical support for the findings, conclusions, and speculation. All handouts and case studies will be provided through Blackboard. As with any graduate class, in responding to the needs, discussion, questions and emergent priorities of the class, the curriculum may be modified.

**Learning Objectives**

- Examine important people skills such as leading and motivating employees to excel in their individual work environments.
- Examine group behavior in organizations such as fostering the effective use of teams and effectively resolving conflict among individuals and groups.
- Apply communication strategies and principles to manage a variety of problem situations that may occur in the work place, such as conflict resolution and negotiations.
- Reflect upon the challenges associated with inter-agency collaboration and strategize ways in which to encourage collaboration across agencies and sectors.
- Reflect upon past and future personal growth and development as a leader.

**Course Requirements**

Satisfactory performance in this course requires that you:

- Read all texts and materials posted on Blackboard prior to the class meeting for which the readings are assigned;
- Effectively participate in the seminar discussions and class activities (online and in-person assignments);
- Analyze all assigned problems with sufficient preparation to engage in critical thought and discussion;
- Make effective oral and written presentations supported by the course texts and other, properly cited, empirical evidence.

**Policy Regarding Disability Services and Programs**

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 me as early in the semester as possible. DSP is located in STU 301
and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

The University Student Conduct Code establishes the expectations that individual work will be submitted, unless otherwise allowed by the instructor and that general principles of academic honesty, including the respect for the intellectual property rights of others will be followed. This means that ideas and wordings of another writer must be acknowledged and appropriately used.

Plagiarism is the unacknowledged and inappropriate use of the works of others. As described in SCampus, it includes:

“The submission of material authored by another person but represented as the student's own work, whether the material is paraphrased or copied in verbatim or near verbatim form;”

“The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style:” and “Improper acknowledgement of sources in essays or papers.”

Statement on Professionalism

Learning occurs in an environment where all the participants are eager and ready to learn. Therefore, I expect that everyone will engage in professional behavior that contributes to the creation of a stimulating learning environment: attendance at every class, being to class on time, remaining in class for the duration of the class, being prepared for class, listening respectfully when others are speaking, being focused on the activities at hand (not attempting to “multi-task” by reading email, etc.), and turning your mobile phones off. **Unprofessional behavior negatively impacts your class participation grade.**

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2 SCAMPUS: University Governance, 11.00 Behavior Violating University Standards and Appropriate Action, and 11.11 Plagiarism.
Description of Grade Components

a. **Blackboard Online Course Weekly Assignments 25%**

In addition to the 18 hours of in-class meeting time over three days, the course requires 12 weekly interactive assignments (approximately 1 hour each) aimed at engaging students with the readings, the course instructor, and (as time permits) one another.

Each Sunday (as assigned) students should begin listening to audiobook files from the Tribal Leadership text. In the context of the assigned readings for the week, students are required to respond to a discussion question posted to Blackboard by the instructor (**3-5 sentence response tied to the assigned readings**). Students must post their response by the end of the day (11:59 PM) on Saturday of the assignment week. Students are encouraged to interact with and respond to one another as well (time permitting, given the number of posts and the student's individual time constraints). **There is no expectation that all students should read and respond to every post from every classmate.** The reading and online assignment schedule appears below. Readings can be completed in advance, but postings and student/instructor interaction must occur within the assigned period outlined below (in order to comply with university policies).

Each post represents 2% of your course grade, graded on a scale of 1-10 points. Scores of 5 and below are not considered graduate level quality and/or may represent a nonresponsive post to the question posed. Scores of 6-7 represent limited analysis and/or limited ties to course readings. Late postings will be penalized 1 point for each calendar day (or fraction thereof) that the posting is late. For instance, a posting with a date stamp of 12:01 AM on Saturday will receive a 1-point deduction. **Questions/concerns about late posts should be directed to the instructor in advance of the due date.**

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<tr>
<th>Week</th>
<th>Assignment</th>
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| 1 (begins 8/25) | • Read Kellerman text, Part I  
• Listen to Tribal Leadership audio files (Introduction, Part I: Chapters 1-3)  
• Respond to Blackboard discussion board question for week 1 | Post introduction & response to week 1 discussion board question by 8/30 |
| 2 (begins 8/31) | • Read Kellerman text, Part II  
• Listen to Tribal Leadership audio files (Part II: Chapters 4-5)  
• Respond to Blackboard discussion board question for week 2 | Post response to week 2 discussion board question by 9/6 |
| 3 (begins 9/7) | • Read Kellerman text, Part III  
• Read case study material posted on Blackboard in advance of class meeting  
• In-class discussion & activities | In-class meeting on 9/13, 9 AM-4 PM |
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<th>Week</th>
<th>Begins</th>
<th>Assignments</th>
<th>In-class Meeting</th>
<th>Discussion Board Questions</th>
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| 4     | 9/14     | - Read Kellerman text, Part III  
- Guest Speaker                                                                 | In-class meeting on 9/14, 9 AM-4 PM | Post response to week 4 discussion board question by 9/27                                   |
| 5     | 9/21     | - Read Pittinsky, Part I, Insights and Concepts  
- Listen to Tribal Leadership audio files (Part II: Chapter 6)  
- Respond to Blackboard discussion board question for week 5 | Post response to week 5 discussion board question by 9/27 |  |
| 6     | 9/28     | - Read Pittinsky, Part II, Tools and Pathways  
- Listen to Tribal Leadership audio files (Part II: Chapter 7)  
- Respond to Blackboard discussion board question for week 6 | Post response to week 6 discussion board question by 10/4 |  |
| 7     | 10/5     | - Read Pittinsky, Part III, Cases in Context  
- Listen to Tribal Leadership audio files (Part II: Chapter 8)  
- Respond to Blackboard discussion board question for week 7 | Post response to week 7 discussion board question by 10/11 |  |
| 8     | 10/12    | - Group project meetings with instructor (required and counts as 3% of course grade in lieu of a Blackboard post) | NO BLACKBOARD POST |  |
| 9     | 10/19    | - Read Axelrod, Chapters 1-4  
- Listen to Tribal Leadership audio files (Part III: Chapter 9)  
- Respond to Blackboard discussion board question for week 9 | Post response to week 9 discussion board question by 10/25 |  |
| 10    | 10/26    | - Read Axelrod, Chapters 5-8  
- Listen to Tribal Leadership audio files (Part III: Chapter 10)  
- Respond to Blackboard discussion board question for week 10 | Post response to week 10 discussion board question by 11/1; |  |
| 11    | 11/2     | - Read Axelrod, Chapters 9-12  
- Listen to Tribal Leadership audio files (Part III: Chapters 11-12)  
- Respond to Blackboard discussion board question for week 11 | Post response to week 11 discussion board question by 11/8; |  |
| 12    | 11/9     | - Review leadership storytelling materials on Blackboard  
- Respond to Blackboard discussion board question for week 12  
- Submit 10-12 page team summary paper [Leader Interview Project] by 11:59 PM on 11/15 | Post response to week 12 discussion board question by 11/15 |  |
| 13    | 11/16    | - Leadership storytelling (on 11/22)  
- Team project presentations (on 11/22) | In-class meeting on 11/22, 9 AM-4 PM |  |
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<th>Week</th>
<th>Tasks and Exclusions</th>
<th>Assignments</th>
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| 14 (begins 11/23) | • View 9500 Liberty film available through Blackboard link  
• Respond to Blackboard discussion board question for week 14 | Post response to week 14 discussion board question by 11/29 |
| 15 (begins 11/30) | • View instructor posted videos  
• Respond to Blackboard discussion board question for week 14 | Post response to week 12 discussion board question by 12/5 |
| Official last day of class: 12/5 | There is no final exam for this course. The final assignment is a Leadership Philosophy Paper outlined in section e of the course syllabus. | Post Leadership Philosophy Paper through Blackboard Turnitin link by 11:59 PM on 12/5 |

### b. In-Class Meeting Participation 10%

Participation is a critical part of this course. Each of you has significant experience in the work environment. This personal experience will help enrich course discussions and enable you to better understand the issues that are discussed. Your willingness to participate in class discussions and to ask questions is important. Your participation grade is based on quantity and quality. High quality comments are those that reflect careful analysis, raise issues that are relevant to current discussions, build on the comments of other students, and show curiosity and willingness to push ideas forward.

### c. Case Study and Storytelling Exercises 15%

You will be assessed based upon your preparation for and active participation in two group case study exercises and an individual leadership storytelling exercise. The readings for these exercises will be provided in advance of the sessions in which your performance will be assessed. Given the limited class meeting time, case study materials should be reviewed in advance of the case study exercises.

### d. Leader Interview Team Project & Presentation 25%

Teams consisting of 4-5 students (selected during the first class meeting on September 13) will:

1. Identify a leader in the public or nonprofit sectors who is accessible to you and that you can interview as a team.

2. Based upon the interview, make an assessment as a team about the leader’s core values.

3. Make an assessment as a team about the alignment of the leader’s core values with the mission and goals of the organization in which the leader is interacting.

4. Make an assessment as a team about the leader’s effectiveness within the context of
the organization, and considering the mission and goals of the organization and the leader’s core values.

5. Develop a narrowly tailored (not broad or general) set of recommendations about ways in which the leader can improve his/her effectiveness as a leader within the organization (in light of the data you collected and your shared assessments as a team).

In order to complete this assignment successfully, your team will need to develop specific criteria for assessment of leadership effectiveness as well as criteria for selecting appropriate (and specifically tailored) recommendations for improvement. In addition, teams will need to cite to evidence to support their findings regarding the alignment of a leader’s core values with the mission and goals of the organization.

The teams will have 15 minutes each to present their findings to the class on November 22. All teams will submit a 10-12 page double-spaced summary of the interview, leader assessment, and teamwork process. The summary is due November 15. **APA citation format is required.**

e. **Leadership Philosophy Paper 25%**
   Write a *Leadership Philosophy Paper* that is 4-6 double-spaced pages in which you describe your philosophy of leadership, drawing upon course materials for context and theoretical support. **APA citation format is required.** This assignment is in lieu of a final exam and is due December 5.

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3 The *Publication Manual of the American Psychological Association* (6th ed.) is available to students free of charge through the USC Libraries. Students may also find the following free online resource helpful: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)