

PSYCHOLOGY 517

Group Dynamics & Leadership FALL 17 (4 units) Online

**Instructor:**

**Samantha Broitman, Ph.D.**

**Contact:** [sbroitma@usc.edu](mailto:sbroitma@usc.edu) (818) 209-5001

**Office Hours:** Wednesdays 1:00pm – 3:00pm PST and by appointment (preferred)

**Required Texts:**

Bens, I. (2012). Facilitating with ease. Core skills for facilitators, team leaders and members, managers, consultants, and trainers. (3rd Edition). San Francisco, CA: Jossey-Bass.

Franz, T. (2012). Group Dynamics and Team Interventions. Understanding and improving team performance, West Sussex, UK: Wiley-Blackwell.

Lencioni, P. (2002). The Five Dysfunctions of a Team: A leadership fable. Jossey-Bass.

Northouse, P. G. (2016). Leadership: Theory and practice (7th Ed.). Los Angeles: Sage. ISBN – 978-1-4833-

1753-3.

**Course Description:**

Organizations are made up of individuals and leaders who are a part of groups and teams. This course is organized to deepen knowledge regarding leadership characteristics and approaches as well as the dynamics of groups through a focus on applied learning and actual experiences. It is designed with both a practical and applied structure to enhance the experience of being in an actual group and part of a team. Students preparing to become an organizational psychology practitioner will learn key tools to help organizations identify and develop effective leaders and managers. Students preparing for the business world will enhance their understanding of their own leadership potential and capabilities, as well as those of others. We will review tools and techniques for basic facilitation of meetings, focus groups,



conflict resolution, and collective decision-making. Throughout the course, students will be engaged in a process of self-understanding and will be encouraged to continue their journey toward continued professional development.

**Applied Psychology Overall Program Learning Outcomes:**

We expect our graduates to gain a sound understanding of psychological principles and research methodologies that are at the intersection of theory, research, and practice in business settings. They will be able to identify key theories and apply them to a wide variety of challenges facing contemporary organizations, their employees, teams and business units, and consumers. They will be astute consumers of research used to inform organizational decisions, and will be able to credibly design, conduct, analyze and present research that will assist in corporate decision-making to constituencies both internal and external to the organization. They will be able to use both theory and data to further organizational goals and solve organizational problems, and will persuasively use written, oral and social media communication. Finally, they will approach their own career development broadly and creatively, prepared to apply psychology in new ways as the diverse worlds of work and human endeavor evolve.

**Specifically, our graduates will:**

**Outcome 1:** Learn and be able to apply key psychological theories and concepts to issues facing contemporary organizations, their employees, teams and consumers.

**Outcome 2**: Be able to design, conduct, analyze and present to a business audience both qualitative and quantitative research that is responsive to business needs and credibly informs business decisions. They will be astute consumers of such research.

**Outcome 3:** Be able to advance organizational goals to internal and external constituencies using written, oral and social media communication channels.

**Outcome 4**: Seek new opportunities to apply psychology in the ever-changing

worlds of work and human endeavor and be prepared to think broadly and creatively about potential career applications.

**Psych 517 Course Objectives:**

**Upon successful completion of the course, students will:**

1. Learn current best practices in Leadership Development and models of group process in context of the organizational setting.

2. Develop the ability to assess team functioning using methods that reveal underlying dynamics and patterns.



3. Identify a range of interventions and methodologies to address gaps in team effectiveness.

4. Demonstrate a working knowledge of core principles and practices in effective facilitation.

5. Practice presentation skills and facilitation tools and techniques.

6. Recognize and implement techniques for dealing with difficult or disruptive group members.

7. Integrate knowledge of professional ethics in the understanding and practice of leadership.

8. Demonstrate increased self-awareness and identify personal goals for professional development as a

Group Member/Leader/Facilitator.

**Prerequisite:** PSYCH 565 - Organizational Psychology

**Sessions and days of the week:**

The course is divided into 15 one-week sessions. Due dates for assignments and discussions are stated in day number. Day 1 is Monday, the first day of the beginning of each weekly session.

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| --- | --- |
| **Day 1** | Monday |
| **Day 2** | Tuesday |
| **Day 3** | Wednesday |
| **Day 4** | Thursday |
| **Day 5** | Friday |
| **Day 6** | Saturday |
| **Day 7** | Sunday |

Assignments are due no later than 11:59 p.m. in the Pacific Time zone on the day that is stated in the assignments section.

**Course Format:**

The key to success in this applied course is to be able to learn from your own experience and from your peers. The goal is to provide an environment where all of us will be challenging ourselves, sharing and learning from each other. Each of us must take responsibility not only for our own learning, but also for the learning of the group. It is imperative that you come to class energized, prepared, and ready to participate. Be willing to take a risk to actively commit yourself in front of the class. In addition to your assignments, you will be graded on your class preparation and the quality of your contribution in each class.

**Methods of Evaluation:**

|  |  |
| --- | --- |
| **Method of**  **Evaluation** | **Percentage of**  **Final Grade** |
| **1. Participation *(includes Attendance at Live***  ***Sessions, Participation in Live and Virtual***  ***Discussions, and Individual and Group Tasks)*** | 35% |
| **2. Presentations *(includes Icebreaker, Personal***  ***History, Facilitated Activity, and Consulting***  ***Proposal)*** | 30% |
| **3. Papers *(includes case study assignments, icebreaker instructions, Leadership Reflection, Facilitation Reflection, Executive Coach Interview, Group/Team Observation, Consulting Project, and an Individual Development Plan)*** | 35% |

**Class Participation and Attendance at Live Sessions (35%)**

All students are expected to contribute to class discussions. The expectation is that the student will be fully prepared to engage in active learning through discussion, feedback and interaction both individually and as a member of a team – during live sessions as well as virtual discussions. Contributions to the course “Facilitator Toolkit” as well as sharing reference material is included in this portion of the grade.

**Presentations During Live Sessions (30%)**

This course offers students several opportunities to practice the art of facilitation – it is not a presentation skills course, although these skills are necessary, too. The presentations are intended to be interactive, inclusive and incorporate specific tools and techniques of facilitation and dealing with resistance and difficult participants (group members). Students are expected to demonstrate leadership skills such as providing clear goals and setting expectations. Additionally, every presentation will be an opportunity for students to give and receive feedback from their peers and instructor. Effective feedback is a critical communication skill that individuals who are members of groups, leaders of groups or consultants working with groups, need to feel comfortable with and ultimately master.

**Papers (35%)**

There will be four case study assignments where students will read a short case and respond to case questions. In addition to turning in this assignment, students will post their individual responses to the questions and then take the time to read their fellow students’ answers and share feedback/thoughts on their responses.

There will also be different Field Study papers – these include interviewing and if possible, observing an Executive Coach; visiting, and if possible participating at, a focus group facility; joining a group or team, as either a leader or a participant for purposes of observation, evaluation and reflection; and finally a team project to assess, diagnose, and prescribe a course of action based on an organizational issue/case

that the team creates that will align with a Leadership Development topic assigned. Additionally there

will be several opportunities for students to document their reflections based on the leadership approach/style that resonates with them and they aspire to; self-evaluation of the facilitation activity/presentation; analysis of ones’ own strengths and opportunities based on a 360 degree feedback instrument; and finally an individual, professional development plan that serves as a summary of student’s feedback, learning and identified growth opportunities from throughout the semester.

**Grade ranges**

|  |  |
| --- | --- |
| ***Grade*** | ***Range*** |
| A | 93.0% or higher |
| A- | 90.0%-92.9% |
| B+ | 87.0%-89.9% |
| B | 83.0%-86.9% |
| B- | 80.0%-82.9% |
| C+ | 77.0%-79.9% |
| C | 73.0%-76.9% |
| C- | 70.0%-72.9% |
| D | 60.0%-69.9% |
| F | 59.9% or lower |

**Policies and Procedures**

**Paper guidelines**

• All documents should be in Microsoft Word or Power Point Presentation format

• Papers must be type-written, double-spaced, with 12 point font.

• Make sure you keep a copy of all submitted papers.

**Lateness**

Points allocated to assignments, including discussions and feedback will be negatively impacted if students contribute/turn-in past the assigned deadline.

**Live Class sessions**

This course has approximately  **nine** required LiveClass Sessions. Please refer to this guide on how to attend a LiveClass Session: [https://lmscontent.embanet.com/USC/VQS+Guide+for+Participants.pdf](https://lmscontent.embanet.com/USC/VQS%2BGuide%2Bfor%2BParticipants.pdf)

**Group work**

This course has frequent group work. You will be expected to seek out classmates to engage in activities outside of live sessions. Failure to complete group assignments will affect your grade as well as

negatively impact the learning for other students.

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating UniversityStandards [http://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanction](http://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions)s. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific miscondu[ct,htt](http://policy.usc.edu/scientific-misconduct)p:/[/policy.usc.edu/scientific-misconduct.](http://policy.usc.edu/scientific-misconduct)

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu](http://equity.usc.edu/) or to the Department of Public Safety<http://capsnet.usc.edu/department/department-public-safety/online-> forms/contact-us.

This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member can help initiate the report, or can initiate the report on behalf of another person.

The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [http://sarc.usc.edu](http://sarc.usc.edu/) describes reporting options and other resources.

**Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more.

Students whose primary language is not English should check with the American Language Institute [http://dornsife.usc.edu/ali,](http://dornsife.usc.edu/ali) which sponsors courses and workshops specifically for international graduate students.

**The Office of Disability Services and Programs** <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html> provides certification for students with disabilities and helps arrange the relevant accommodations.

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu](http://emergency.usc.edu/) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**Library Access**

As a USC student, you have access to all the library resources and the Psychology Subject Librarians:

Holly Ann Burt

Behavioral Sciences Librarian

Leavey Library, LVL 113

213-740-2654

[hburt@usc.edu](mailto:hburt@usc.edu)

[Ask-A-Librarian](http://www.usc.edu/libraries/services/ask_a_librarian/) (live chat, 24/7 services with USC librarian hours listed)

<http://www.usc.edu/libraries/services/remote_user_services/>

**Lead Instructor information**

Dr. Samantha Broitman is a full-time faculty member at USC in the Masters in Applied Psychology Program and an Organization Development / Change Management consultant. Dr. Broitman has more than 19 years’ experience as both an internal Learning and Organization Development leader and external management consultant. Her specialties are partnering with leaders to assess their organizational needs, implement talent management processes and leadership development programs to facilitate change and improve team and individual effectiveness in support of business goals. Dr. Broitman has particular expertise in organizational change management, communications, performance management, leadership development, and organizational learning.

Prior to joining USC and consulting independently, Dr. Broitman served as Manager of Organization Development at Warner Bros. Entertainment. She previously worked as an HR Business Partner and internal consultant for the Jet Propulsion Laboratory and has been a consultant for several boutique external consulting firms, as well as PricewaterhouseCoopers. Over the years, she has supported clients across high-tech, entertainment, utility, healthcare, and hospitality industries. She has taught at Alliant International University and is also the founding member and current leader of the Organization Development in Los Angeles (OD in LA) learning and networking group.

Dr. Broitman earned her MS and PhD degrees in Organizational Psychology from Alliant International University (formerly CSPP). She also holds a MA in Clinical Psychology from Pepperdine University and a BA in East Asian Studies and Business Administration from UCLA.

Please feel free to connect via LinkedIn for more information: <https://www.linkedin.com/pub/samantha-broitman/0/b60/198>

**Hardware and software requirements**

**Minimum hardware requirements for PC users**

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| **Operating**  **System:** | Windows 8 or higher  required. |
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| **RAM:** | 4 GB of RAM required  (higher is recommended). |
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| **Free Disk Space:** | 4 GB available hard-drive  space. |

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| **Connection:** | Internet service provider  (ISP); broadband connection recommended |
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| **Audio & Video** | Sound card and speakers or  headphones for listening to audio components.  Webcam (if you have a laptop, a built-in camera will suffice unless otherwise specified for the course). |
|  |  |
| **Monitor** | Monitor resolution of 1024 x  768 or higher. |
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| **Browser:** | Internet Explorer 9.0, Google Chrome 30.0, Safari 6, and/or  Firefox 25.0 or higher browser(s). The browser should be set to accept cookies, allow javascript and java, and to show the newest version of a page. Pop-up blockers should be disabled for Moodle. |
| **Also**  **Recommended:** | CD/DVD-ROM drive. |  |

**Minimum hardware requirements for Mac Users**

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| **Operating System:** |  | Mac OS X Version 10.9 or  higher. |
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| **RAM:** |  | 4 GB of RAM required  (higher is recommended). |
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| **Free Disk Space:** |  | 4 GB available hard-drive  space. |
|  |  | |
| **Connection:** |  | Internet service provider  (ISP); broadband connection recommended |
|  |  | |
| **Audio & Video** |  | Sound card and speakers  or headphones for listening to audio components.  Webcam (if you have a laptop, a built-in camera will suffice unless otherwise specified for the course). |
|  |  | |
| **Monitor** |  | Monitor resolution of 1024  x 768 or higher. |
|  |  | |
| **Browser:** |  | Internet Explorer 9.0, Google Chrome 30.0, Safari 6, and/or  Firefox 25.0 or higher browser(s). The browser should be set to accept cookies, allow javascript and java, and to show the newest version of a page. |

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|  | Pop-up blockers should be  disabled for Moodle. |
|  |  |
| **Also**  **Recommended:** | CD/DVD-ROM drive. |



**Software**

Recommended: Microsoft Office 2003 (or Mac 2007) or higher (to include Word, Excel, and PowerPoint), Virus protection software, Adobe Reader.

**Plug-ins**

General note: Please ensure you have the latest Java plug-ins.

PC: [Windows Media Player,](https://www.microsoft.com/en-us/download/details.aspx?id=20426) [QuickTime,](http://www.apple.com/quicktime/download/) [Flash,](http://www.adobe.com/go/getflash/) [Shockwave,](http://www.adobe.com/shockwave/download/) [Adobe Reader,](http://www.adobe.com/products/acrobat/readstep2.html) and [Java.](http://java.sun.com/getjava/)

Mac: [Flip4Mac](http://www.telestream.net/flip4mac-wmv/overview.htm)(to access Windows Media files), [QuickTime,](http://www.apple.com/quicktime/download/) [Flash](http://www.adobe.com/go/getflash/), [Shockwave,](http://www.adobe.com/shockwave/download/)

[Adobe Reader](http://www.adobe.com/products/acrobat/readstep2.html), and [Java.](http://java.sun.com/getjava/)

**Check your System Compatibility**

To verify that you have the appropriate hardware and software, please log in to the course to launch the [Browser Test Page](http://browserhelp.embanet.com/bhtg/ret/browsercheck.aspx?acct=embanet&amp;customtest=USC_MOODLE&amp;customstyle=2011_style&amp;TB_iframe=true&amp;height=600&amp;width=550&amp;bhcp=1).

**Technical support**

A full description of the technical requirements for this course can be found on our [technical support page](https://lmscontent.embanet.com/EmbaMoodle/USC/index6.html).

Assistance to resolve technical problems is available 24 hours a day, every day of the year. This service is provided by Pearson Education, and it is restricted primarily to problems associated with the functionality of the course delivery platform.

Pearson Education Group's Help Desk staff for assistance to resolve problems you believe are not associated with the computer hardware and software you have purchased from a vendor.

Examples of problems that fall within this category are:

* + - Unable to view multimedia files.
    - Unable to view responses to comments you have posted in the Discussion area.

If you are not sure whether the problem is due to your computer system, contact Pearson’s Help Desk for guidance; otherwise, contact the vendor.

To talk to a live technical support agent, please call the following number:

|  |  |
| --- | --- |
| **Toll-free** | 877-646-1885 |
| **Support** **Center** | [http://usc.echelp.org](http://usc.echelp.org/) |

**COURSE OUTLINE**

All learning activities (readings, discussions, assignments, and live session information) and due dates are provided on-line. Below is a high-level weekly breakdown of topics and activities.

**Week 01: Course Introduction and Icebreakers**

**Sept 4 - 10**

Week 01 Live Session 01

Readings:

Lencioni, P. (2002). The Five Dysfunctions of a Team: A leadership fable. Jossey-Bass.

Franz, T. (2012). Group Dynamics and Team Interventions. Understanding and improving team performance, West Sussex, UK: Wiley-Blackwell.

 Chapter 12

Discussions:

Week 01 Discussion 01: Breaking the Ice Forum

Week 01 Discussion 02: Five Dysfunctions of a Team Debrief Forum

Assignments:

Week 01 Icebreaker Facilitations

Week 01 Assignment 01: Post Your Icebreaker

**Week 02: Group Development**

**Sept 11 - 17**

Week 02 Live Session 02

Readings:

Bens, I. (2012). Facilitating with ease. Core skills for facilitators, team leaders and members, managers, consultants, and trainers. (3rd Edition). San Francisco, CA: Jossey-Bass.

 Chapter 4

Franz, T. (2012). Group Dynamics and Team Interventions. Understanding and improving team performance, West Sussex, UK: Wiley-Blackwell.

 Chapter 1 and 3

Katzenbach, J. R., & Smith, D. K. (2005). The discipline of teams. *Harvard Business Review*, *83*(7), 162. Wood, E. (2015). Team Genius: The New Science of High-Performing Organizations.

Discussions:

Week 02 Discussion 01: Stages of Group Development

Week 02 Discussion 02: Executive Coach Interview Questions

Assignments:

Week 02 Personal History Presentations

Week 02 Assignment 01: Personal History

**Week 03: Group Dynamics**

**Sept 18 - 24**

Readings:

Franz, T. (2012). Group Dynamics and Team Interventions. *Understanding and improving team performance.* West Sussex, UK: Wiley-Blackwell.

 Chapter 4; Chapter 2 & 6; (Review Chapter 7, 8, 9 for reference)

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th Ed.). Los Angeles: Sage. ISBN – 978-1-4833-

1753-3.

• Case Assignment 1: Case Study 14.1 and Case Study 14.3

Discussions:

Week 03 Discussion 01: Case Study Discussion

Week 03 Discussion 02: Intervention Evaluation

Week 03 Discussion 03: Group Observation and Participation

Assignments:

Week 03 Assignment 01: Case Study 1

Week 03 Assignment 02: 360 Degree Raters

Week 03 Emotional and Social Competency Inventory (360-Degree Instrument) Instructions

Week 03 The 360 Degree Feedback Process Presentation

**Week 04: Leadership**

## Sept 25 – Oct 1

Readings:

Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: a qualitative and quantitative review. *Journal of applied psychology*, 87(4), 765.

Northouse, P. G. (2016). Leadership: Theory and practice (7th Ed.). Los Angeles: Sage.

 (Review Chapters 1-4)

 Virtual Case Assignment 1: Cases 3.1(p. 60-62) and 4.3 (p. 85-86)

Franz, T. (2012). Group Dynamics and Team Interventions. Understanding and improving team performance. West Sussex, UK: Wiley-Blackwell.

 Chapter 11

Harvard Business Review Articles (available online / USC Library System)

 Kotter, J. (1990). What Leaders Really Do.

 Bennis, W. and Thomas, R. (2002). Crucibles of Leadership.

 Drucker, P. (2004). What Makes and Effective Executive.

Discussions:

Week 04 Discussion 01: Case Study 2

Week 04 Discussion 02: Leadership Attributes

Week 04 Discussion 03: Personality and Leadership

Assignments:

Week 04 Assignment 01: Facilitation Topic Approval

Week 04 Assignment 02: Case Study 2

Week 04 Assignment 03: DiSC Assessment Report

**Week 05: Leadership (continued) Effective Management Communications**

## Oct 2 - 8

Week 05 Live Session 03

Readings:

Northouse, P. G. (2016). Leadership: Theory and practice (6th Ed.). Los Angeles: Sage.

 (Review Chapters 5-6, 11)

 Virtual Case Assignment 3: Cases, 5.2, 6.1

Krznaric, R. (2013). Have We All Been Duped by the Myers-Briggs Test.

Alcock, Jo. Planning and facilitating focus groups.

*What Personality Tests Really Reveal*

*Why the Myers-Briggs test is totally meaningless*

Discussions:

Week 05 Discussion 01: DiSC Instrument

Week 05 Discussion 02: Case Study 3 Case 5.2

Week 05 Discussion 03: Case Study 3 Case 6.1

Week 05 Discussion 06: Leadership Inventory Selection

Assignments:

Week 05 Assignment 01: Case Study 3

**Week 06: Facilitation Tools and Techniques**

## Oct 9 - 15

Readings:

Bens, I. (2012). Facilitating with ease. Core skills for facilitators, team leaders and members, managers, consultants, and trainers. (3rd Edition). San Francisco, CA: Jossey-Bass.

 Chapter 1-3, 9, and Pgs. 134-140

Northouse, P. G. (2016). Leadership: Theory and practice (6th Ed.). Los Angeles: Sage.

 (Review Chapters 7-8, 11)

 Virtual Case Assignment 4: Cases 7.1 and 8.1

Discussions:

Week 06 Discussion 01: Characteristics of Facilitators

Week 06 Discussion 02: Handling Resistance

Week 06 Discussion 03: Case Study 4 Case 7.1 and 8.1

Assignments:

Week 06 Assignment 01: Case Study 4

**Week 07: Practice Facilitation Part 1**

## Oct 16 - 22

Week 07 Live Session 04

Readings:

Bens, I. (2012). Facilitating with ease. Core skills for facilitators, team leaders and members, managers, consultants, and trainers. (3rd Edition). San Francisco, CA: Jossey-Bass.

 Chapter 4-5, 8, 10

Franz, T. (2012). Group Dynamics and Team Interventions. Understanding and improving team performance. West Sussex, UK: Wiley-Blackwell.

 Pages 31-32

Assignments:

Week 07 Facilitation Presentations Part 1 (During Live Session)

**Week 08: Practice Facilitation Part 2 and Leadership Credibility and Authenticity**

## Oct 23 - 29

Week 08 Live Session 05

Readings:

Northouse, P. G. (2016). Leadership: Theory and practice (7th Ed.). Los Angeles: Sage.

 Chapter 9

Harvard Business Review Articles (available online / USC Library System)

 Galinsky, A.D. and Kilduff, G.J. "Be Seen As a Leader." Harvard Business Review (December, 2013).

 George, B., Sims, P., McLean A.N., and Mayer, D. "Discovering Your Authentic Leadership." Harvard

Business Review (February, 2007)

Discussions:

Week 08 Discussion 01: Facilitation Debrief

Assignments:

Week 08 Assignment 01: Facilitation Presentation Week 08 Assignment 02: Facilitation Self-Assessment

**Week 09: Leadership: Ethics, Gender and Cultural Diversity**

## Oct 30 – Nov 5

Week 09 Live Session 06 (tentative for make-ups)

Readings:

Northouse, P. G. (2016). Leadership: Theory and practice (7th Ed.). Los Angeles: Sage.

 Chapters 13, 15, 16

Harvard Business Review Articles (available online / USC Library System)

1. Early, P., & Masokoski, E. (2004). Cultural Intelligence. Harvard Business Review, October, p. 139-146.

2. Harvard Business Review Sept. 2013:

o Women Rising: The Unseen Barriers p. 60

* Great Leaders Who Make the Mix Work p. 68

o How Women Decide p. 78

o Women in the Workplace: A Research Roundup p. 86

3. Harvard Business Review July/Aug. 2013:

o Why and How to Close the Gender Gap in Economic Participation p. 32

4. Harvard Business Review May 2013

o Ending the Wage Gap p. 30

5. Harvard Business Review April 2013

o “Now is Our Time” p. 84

Online Resources:

Kerby, S., & Burns, C. (2012, July 12). [The Top 10 Economic Facts of Diversity in the Workplace](http://www.americanprogress.org/issues/labor/news/2012/07/12/11900/the-top-10-economic-facts-of-diversity-in-the-workplace/). Retrieved from <http://www.americanprogress.org/issues/labor/news/2012/07/12/11900/t>he-top-10-economic- facts-of-diversity-in-the-workplace/

Korabik, K., & Ayman, R. [Leadership: Why gender and culture matter.](http://intranet.hcly.se/admin/data/files/12/47579/why%20gender%20and%20culture%20matter%20-%20leadership%20ISM.pdf) *American Psychologist*, 157-170.

Discussions:

Week 09 Discussion 01: Case Study 5 Case 15.1

Week 09 Discussion 02: Case Study 5 Case 16.3

Week 09 Discussion 03: Leadership and Ethics

Assignments:

Week 09 Assignment 01: Case Study 5

Week 09 Assignment 02: Conflict Style Assessment

Week 09 Assignment 03: Leadership Reflection Paper

**Week 10: Conflict Management: For Leaders and in Groups**

**Nov 6 - 12**

Readings:

Bens, I. (2012). Facilitating with ease. Core skills for facilitators, team leaders and members, managers, consultants, and trainers. (3rd Edition). San Francisco, CA: Jossey-Bass.

 Chapter 7

Franz, T. (2012). Group Dynamics and Team Interventions. Understanding and improving team performance, West Sussex, UK: Wiley-Blackwell.

 Chapter 10

Online Resource:

Fight for What’s Right: Ten Tips to Encourage Meaningful Conflict<http://humanresources.about.com/od/conflictresolution/a/fightforright>

Discussions:

Week 10 Discussion 01: Conflict Management

Week 10 Discussion 02: Conflict Discussion Debrief

**Week 11: Emotional Intelligence and Change Leadership**

**Nov 13 - 19**

Week 11 Live Session 07: 360 Degree Feedback Debrief

Readings:

Harvard Business Review Articles (available online / USC Library System)

1. HBR: The Focused Leader (Goleman, 2013)

2. HBR: Social Intelligence (Goleman, 2008)

3. HBR: Competent Jerks, Loveable Fools and the Formation of Social Networks (Casciaro & Lobo, 2005)

4. HBR: Leading Change: Why Transformation Efforts Fail (Kotter, Mar-Apr, 1995)

Discussions:

Week 11 Discussion 01: Emotional Intelligence

Week 11 Discussion 02: Assessing Feelings During Change

Week 11 Emotional Intelligence Assessment

Week 11 Discussion 03: Executive Coach Interview

Assignments:

Week 11 Leading in Times of Change – Lecture

Week 11 Assignment 01: Executive Coach Interview

**Week 12: How to Give & Receive Feedback: 360 Debrief**

**Nov 20 - 26**

Readings:

Bens, I. (2012). Facilitating with ease. Core skills for facilitators, team leaders and members, managers, consultants, and trainers. (3rd Edition). San Francisco, CA: Jossey-Bass.

 Pgs. 125-128

Articles:

Evidence-based Answers to 15 Questions on Leveraging 360-Degree Feedback (Mashihi & Nowack, 2013)

The Neurobiology of Feedback (Nowack, 2010)

Discussions:

Week 12 Discussion 01: 360 Degree Feedback Process

Week 12 Discussion 02: 360 Degree Feedback

Week 12 Discussion 03: Group Observation Summary

Assignments:

Week 12 Assignment 01: Group/Team Observational Paper

**Week 13: Executive Recruitment and On-boarding / Leadership Assimilation**

**Nov 27 – Dec 3**

Week 13 Live Session 07

Readings:

Read the article(s)/reference(s) provided by this week’s presenters.

Discussions:

Week 13 Discussion 01: Talent Management References Week 13 Discussion 02: Presentation Debrief Assignments:

Week 13 Assignment 01: Talent Management Best Practices Proposals (All)

Week 13 Assignment 02: Talent Management Proposal Presentation Part 1

**Week 14: Executive Development Programs**

**Dec 4 - 10**

Week 14 Live Session 08

Readings:

Read the article(s)/reference(s) provided by this week’s presenters.

Discussions:

Week 14 Discussion 01: Presentation Debrief

Week 14 Discussion 02: Our Group Development

Assignments:

Week 14 Assignment 01: Talent Management Proposal Presentation Part 2

**Week 15: Succession Planning**

**Dec 11 - 17**

Week 15 Live Session 09

Readings:

Read the article(s)/reference(s) provided by this week’s presenters.

Discussions:

Week 15 Discussion 01: Talent Management References

Week 15 Discussion 02: Presentation Debrief Forum

Assignments:

Week 15 Assignment 01: Team Member Evaluations

Week 15 Assignment 02: Individual Leadership Development Plan