

Annenberg School for Communication and Journalism
COMM 499: Professional Effectiveness: Building a Career through Third
Space Thinking
Spring 2018
2 units – 15 weeks

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Class Meeting Time and Location: Tuesdays, 2:00-3:40pm, ANN L115

Course Description

Background and Rationale: This class provides students with a communication-driven analytic framework, along with knowledge that will help them identify and take advantage of opportunities in today's digital, distributed media-rich society. The framework is built around Annenberg Third Space research on communication effectiveness and problem solving necessary to succeed in the modern world. The framework draws on classic communication concepts and it also compares mindsets of communication thinking, engineering thinking, and business thinking. We draw on research indicating that communication effectiveness is equally or more valuable than technical hard skills as we move into the future. This trend is inevitable as technology accelerates and fields converge. In this environment skill at human collaboration, communication, and organization are essential to making sense of and managing change. Students educated in Third Space Thinking will be practiced at group problem solving and communication effectiveness. This course develops the five Third Space attributes. They are:

1. Adaptability
Demonstrate mental agility and tolerance for risk in ambiguous situations; be flexible when handling change and less likely to rely on legacy solutions.
2. Cultural Competency
Have a capacity to think, act and move across multiple boundaries of functions, silos and global cultures, including the sometimes insular worlds of engineering, law, and business.
3. Empathy
Listen to the needs of the people involved the ecosystem a product/service. Demonstrate emotional intelligence and consider the views of others across a variety of disciplines and perspectives.
4. Intellectual Curiosity
Asking questions makes the invisible visible. Have a deep hunger to learn and grow. Show a desire to dig deep – to be creative and willing to risk and experiment in order to learn.
5. 360 Degree Thinking
Think holistically – understand the full ecosystem of a problem across time and multiple touchpoints, recognize patterns, and make imaginative leaps based on those patterns.

A Practice Oriented Approach: Students learn the framework and build skill experientially via a sequence of hands-on Communications Effectiveness and Problem Solving exercises and assignments. It is a practice-oriented, step-by-step approach to building professional effectiveness skill akin to the practice-oriented step-by-step approach used to build skill in other performance-based disciplines such as playing musical instruments (think piano scales for professional effectiveness). The process steps students down a path of Understanding Yourself > Being Your Most Effective Self > Understanding Others > Being Your Most Effective with Others. Each student leaves the course with a dossier of practice documents (e.g. your assignments) that document your journey.

Grading Criteria

Critical Analysis of Readings and Assignments - including pop quizzes	15
Communication Effectiveness In-Class Exercises	15
Communication Effectiveness Assignments	30
Problem Solving In-Class Exercises	15
Problem Solving Assignments	15
Final Presentation	10
Total	100

Assignments build on one another must be completed on time via email. Late assignments will be penalized. If you are unable to turn in an assignment on time you must provide written documentation that will allow you to be excused.

Critical Analysis of Readings and Assignments – including pop quizzes (15%)

A portion of each class session will be dedicated to discussing of the readings and your experience with the assignments. Students are expected to contribute critical thought about each during this discussion. Students should expect a number of pop quizzes designed to evaluate if you are keeping up with the readings.

Communication Effectiveness In-Class Exercises (15%)

Students will engage in a series of in-class exercises with their classmates designed to build skill in the Third Space attributes. The exercises are performative and students are expected to apply themselves to completing and discussing them.

Communication Effectiveness Assignments (30%)

Students will complete a series of practice-oriented step-by-step assignments. The assignments are largely journaling in nature to build self-awareness of core concepts. The assignments take students down a path of Understanding Yourself > Being Your Most Effective Self > Understanding Others > Being Your Most Effective with Others. Students are expected to apply critical thought and effort to the assignments.

Problem Solving In-Class Exercises (15%):

Students will engage in a series of group problem solving exercises in-class to train them to overcome ambiguity in situations with others. The exercises are performative and students are expected to apply themselves to completing and discussing them.

Problem Solving Assignments (15%)

Students will work in teams on a series of problem solving assignments starting with a problem space of their choosing (Point A) and ending with a Service Prototype solution in Week 15 (Point Z). To get from Point A to Point Z students will draw from a set of tools for empathizing with stakeholders, overcoming ambiguity, and making ideas tangible – example: Journey Map, Question Ladder, Empathic Interview, Selective Prototype. The tools students use on a given assignment are not specified in a sequence but rather chosen by the team with instructor assistance based on the state of the problem being explored. The result in Week 15 (Point Z) will be a Service Prototype solution tested on real stakeholders.

Final Presentation (10%)

The Final Presentation will be the result of a student teams' journey from Point A to Point Z described under Problem Solving Assignments above. The end result is a Service Prototype. Students will be evaluated on

the degree to which the Service Prototype demonstrates an understanding the needs of real stakeholders and clarity of thought in a solution.

Assignments and Exercises will be evaluated on the following:

- 1) the level of your engagement with the class materials (as evidenced in your in-class participation and written work
- 2) your capacity to explain your ideas and analysis in articulate and well-written forms structured around a clearly stated argument
- 3) your ability to creatively explore and apply theories and methodologies from class readings, lectures, media, and discussions

Final Presentation will be evaluated on the following:

- 1) the degree to which your Service Prototype demonstrates an understanding of the needs of real stakeholders
- 2) clarity of thought in the Service Prototype solution

Course Grading Policy:

Grades will be assigned as follows:

A	outstanding, thoughtful and engaging work; a grade of A+ (97-100) may be given where expectations are exceeded
B+/B	above average work, demonstrating good insight into assignment
B-/C+	needs improvement on ideas, argument and follow through
C and below	fulfilling the minimum and showing little understanding of the material

Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned to each. Your percentage scores on the assignments will be totaled and translated to a letter grade per the scale shown below:

A+	= 97-100		
A	= 96-94	C	= 76-74
A-	= 93-90	C-	= 73-70
B+	= 89-87	D+	= 69-67
B	= 86-84	D	= 66-64
B-	= 83-80	D-	= 63-60
C+	= 79-77	F	= 59-0

Class Policies and Resources

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 University*

Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on 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/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety 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 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>, 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/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Schedule of Classes

SECTION 1: UNDERSTANDING YOURSELF

Week 1 (date: XX): Third Space Thinking Overview – The Five Attributes

Lecture

Our research in multiple sectors identifies five essential attributes: Adaptability, Cultural Competency, Empathy, Intellectual Curiosity and 360 Degree Thinking. When carefully brought together they constitute a distinctive mindset (Carol Dweck) different from an engineering mindset (Richard Miller), or an MBA approach. This third approach “Third Space Thinking”, essential on its own, is used to complement, enable and amplify the insights of other professions and it parallels scholarly work on emotional intelligence. (Daniel Goleman).

Communication effectiveness is not simply using power point well or speaking clearly. Rather, according to recent research, communication skills are the highest in demand across the U.S. economy. McKinsey estimates the shortage of this ability in the workforce cost the U.S. economy between \$800 billion and \$1 trillion dollars annually.

The five critical attributes

1. Adaptability
2. Cultural Competency
3. Empathy
4. Intellectual Curiosity
5. 360 Degree Thinking

Just as hard skills are easily remembered with the acronym STEM (Science, Technology, Engineering and Math, a parallel communication-driven acronym is A C E I T (Adaptability, Cultural Competency, Empathy, Intellectual Curiosity, 360 Degree Thinking).

Communication Effectiveness

In Class Exercise

Silent Interview (Empathy)

Empathy emerges as perhaps the most widely cited of the five attributes in our research. Empathy is defined as having the capacity to feel what another is experiencing from within the other’s frame of reference. Unfortunately, most of us make snap judgements about others based on surface-level impressions like dress, hairstyle, language, etc. The Silent Interview is a low-risk, non-threatening experience that highlights how our first impressions are often incorrect and misleading. Working in groups of three, participants “interview” each other simultaneously. What is interesting about this is interview is that no one actually speaks. Instead they answer a list of questions about one another based solely on their first impressions of one another. After a few minutes, participants share their responses with one another and learn each interviewee’s true responses. Followed by debrief and discussion.

Assignments

Students complete the self-awareness assignments provided by instructor on Blackboard – due via email next week before class:

- Understanding Yourself: Personal Dashboard
- Understanding Yourself: Personal Essay

Problem Solving

In Class Exercise

The Marshmallow Challenge (Adaptability)

This is a fun exercise wherein teams experience simple but profound lessons in leadership, collaboration and innovation. Participants will likely learn tough lessons about how people approach view leadership and hypothesis testing how that inhibits innovation. This is a lesson-filled introduction to Third Space Thinking as a group problem solving methodology. It provides the team hands-on experience thinking holistically and working collaboratively on a problem.

Readings for Next Week

1. Bradberry, T & Greavs J (2009) Emotional Intelligence 2.0, Chapter 3: What Emotional Intelligence Looks Like
2. Weick, K. E. (1979). *The Social Psychology of Organizing (2nd ed.)*. Reading, MA: Addison-Wesley.
3. Putnam, L. L., & Sorenson, R. L. (1982). Equivocal messages in organizations. *Human Communication Research*, 8(2), 114-132.

Week 2 (date XX): ACEIT, Self-Awareness, and Mental Resilience

Lecture and Critical Analysis of Readings

ACEIT ability and mindset in individuals fuel effectiveness in organizations - – Adaptability, Cultural Competency, Empathy, Intellectual Curiosity, and 360 Degree Thinking. These attributes can be formally assessed, developed, and practiced.

This lecture explores methods and assessments for improving one's self awareness and mental resilience with regard to ACEIT. Class discusses methods described in lecture and readings. Instructor provides data driven explanation of what ACEIT-related self-awareness is, how it can be quantified, and how individuals can increase it in themselves. This course provides a barrage of ACEIT assessments, exercises and assignments to educate and develop self-awareness. The Third Space team has designed an assessment tool – the Third Space Thinking Assessment Test (TSTAT) to evaluate individuals' effectiveness with the five core attributes. We make this online assessment available to the students.

Communication Effectiveness

In-Class Exercise

Chair Exercise (Cultural Competency)

This activity powerfully illustrates a phenomenon that occurs in most organizations in which critical information is (unintentionally) not shared with all team members. Participants are given a simple challenge to complete as a team. More likely than not, participants will experience frustration and confusion resulting from a lack of shared information. This hinders the team's ability to think holistically, recognize patterns and solve the problem easily. Followed by debrief and discussion.

Three Raisins (Empathy)

Three Raisins is a mindfulness and self-awareness exercise. Students slowly take in all the sensory details of eating three raisins – one at a time. Doing so enables you to slow down, notice, and appreciate new things. The lessons from this exercise set the stage for applying to other aspects of your life – in particular 1) understanding personal emotions, 2) being present with others.

Assignment

Students complete the self-awareness assignments provided by instructor on Blackboard – due via email next week before class

- Understanding Yourself: Third Space Thinking Assessment Test (TSTAT)
- Understanding Yourself: Three Raisins Reflection

Problem Solving

In Class Exercise

Pre-Project Team Alignment (Cultural Competency, Empathy)

Students are organized into teams. All team members write out their working styles, objectives, needs, and pet peeves using worksheets. Team discusses and collaboratively creates a poster in the workspace. Builds team empathy and trust. Followed by debrief and discussion.

Readings for Next Week

1. The Importance of Mindset – whitepaper, Richard Miller
2. Mindset: The New Psychology of Success, Chapters 1-3, Carol Dweck.
3. What Google Learned from its Quest to Build the Perfect Team - http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0

Week 3 (date XX): The Importance of Mindset

Lecture and Critical Analysis of Readings

Research shows that employers are increasingly frustrated that new hires out of college are lacking in the communication and human interaction ability that often matter most for professional success. Employers complain that graduates—even those at the top of their classes—are “not equipped to engage with others and navigate the complex relationships and integrated global work environments in today’s workplace” (Richard Miller). Studies demonstrate that the “complex constellation of attitudes, behaviors and motivations (mindset) that transcend any set of college courses often has more significant impact on long term success in life than academic achievement does” (Richard Miller). This lecture surveys research by Prof Carol Dweck and others that demonstrates that “mindset is definable, measureable, and teachable, and has a major impact on positive outcomes in life” (Richard Miller). This lecture also delves into the methods for shaping mindset via personal experiential learning and emotional support.

Communication Effectiveness

In Class Exercise

Empathic Interview – students learn the principles of empathizing with stakeholders and follow a structured process wherein they interview one another about the topic of Work-Life Balance. By following the process they end up with a tangible document to help their partner achieve a better work-life balance on their terms.

Assignment

Students complete the self-awareness assignments provided by instructor on Blackboard – due via email next week before class:

- Understanding Yourself: Mindset Assessment and Reflection
- Understanding Yourself: Inner Monologue

Readings for Next Week

1. Merrill D & Reid R (1981) Personal Styles & Effective Performance, Introduction and Chapter 1
2. Hofstede, G. (1991). *Cultures and organizations, software of the mind: Intercultural cooperation and its importance for survival*. United Kingdom: McGraw-Hill.
3. Carton, A. M., & Cummings, J. N. (2012). A theory of subgroups in work teams. *Academy of Management Review*, 37(3), 441-470.

Week 4 (date XX): Social Styles, Part 1: Understanding the Four Types

Lecture and Critical Analysis of Readings

Social Style is a widely used behavioral style model. It has been used by thousands of organizations to improve leadership and team performance results. The system uses factor analysis to identify two scales a) assertiveness and b) responsiveness. Each person's social style can be plotted on a matrix to identify the degree to which he or she is a) Analytic, Driving, Amiable, Expressive. This lecture provides an overview of Social Styles. Language from Social Styles will be used throughout the course.

Communication Effectiveness

In Class Exercise

Make a Flyer (Adaptability)

This experiential activity brings to life the dramatic differences in how we prefer to communicate, what motivates us, and what we need from others based upon our respective Social Styles. Participants will get a heavy dose of self-awareness as well as insight into how to better understand and communicate more effectively with people of different Social Styles.

Assignment

Students complete the self-awareness assignments provided by instructor on Blackboard – due via email next week before class:

- Understanding Yourself: Social Styles Practice 1
- Understanding Yourself: Write Your Beliefs

Problem Solving

Assignment

Students complete the problem solving assignments provided by instructor on Blackboard – due via email next week before class:

- Problem Space Team Brainwrite 1 (Empathy, 360 Degree Thinking)

Readings for Next Week

1. Olsen D (2015) The Lean Product Playbook, Introduction + Chapters 1 and 2
2. Agile versus Lean versus Design Thinking - <https://medium.com/@jboogie/agile-vs-lean-vs-design-thinking-2329df8ab53c>
3. IDEO on Embracing Ambiguity & the Economist on Design Thinking - <http://www.core77.com/posts/25231/IDEO-on-Embracing-Ambiguity-n-the-Economist-on-Design-Thinking>

SECTION 2: BEING YOUR MOST EFFECTIVE SELF

Week 5 (date XX): Third Space Thinking and Making Ideas Tangible

Lecture and Critical Analysis of Readings

Our approach to Third Space Thinking includes efforts to turn abstract communication ideas into tangible materials. Key concepts include:

- Asking questions makes the invisible visible.
- TST attributes are critical for innovating and solving intractable problems
- Talk to diverse set of users / stakeholders and iterate
- Reframe problem and solution as info is gathered
- Communicators historically good at getting all the voices in the room to collaborate

Communication Effectiveness

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before class:

- Being Your Most Effective Self: Social Styles Practice with Others
- Being Your Most Effective Self: Write Your Beliefs

Problem Solving

In Class Exercise

Problem Space Refinement – Teams work together to discuss their shared Google Doc from this week's assignment. Teams strive to get to a problem space they wish to pursue together for the remainder of the course.

Assignment

Assignment

Students complete the problem solving assignments provided by instructor on Blackboard – due via email next week before class:

- Problem Space Team Brainwrite 2 (Empathy, 360 Degree Thinking)

Readings for Next Week

1. Merrill D & Reid R (1981) Personal Styles & Effective Performance, Chapters 2 and 3
2. Spitzberg, B. H. (2015). The composition of competence: Communication skills. In Communication Competence, Hannawa, A. F. & Spitzberg, B. H. (eds), Chapter 10, 237-272.

Week 6 (date XX): Social Styles, Part 2: Communication Versatility

Lecture and Critical Analysis of Readings

This is a continuation of the discussion of Social Styles. This session educates the student on the next dimension of the Social Style's model - Communication Versatility.

Communication Effectiveness

In Class Exercise

Versatility Cage – This is a fun role playing exercise. Each student gets a Social Styles Versatility handout. Students work in pairs. Partner A is assigned a Social Style and a conflict scenario to role play. Partner B uses the handout to identify what Social Style she is dealing with and then role plays reducing tension with that style. The exercise runs in five minute rounds. Students are paired with a new partner after each round.

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before class:

- Being Your Most Effective Self: Write Your Unwanted Beliefs

Problem Solving

In Class Exercise

Hypothesis Test (Empathy, Adaptability)

Write out team assumptions about their chosen Problem Space on whiteboard in three columns: Unmet Needs, Reasons Why, User Questions. These will be the basis for questions to take to stakeholders in the coming weeks.

Readings for Next Week

1. Olsen D (2015) The Lean Product Playbook, Chapters 3 & 4
2. Dancing with Ambiguity: Causality Behavior, Design Thinking, and Triple-Loop-Learning - https://www.researchgate.net/publication/262289320_Dancing_with_Ambiguity_Causality_Behavior_Design_Thinking_and_Triple-Loop-Learning
3. Why Human Centered Design Matters, Wired Magazine - <http://www.wired.com/insights/2013/12/human-centered-design-matters/>

Week 7 (date XX): Problem Space versus Solution Space

Lecture and Critical Analysis of Readings

By drawing on the work of other academics, we introduce the insights of ‘design thinking’ into our teaching (dSchool, Stanford). We learn about the important distinction between the problem space and the solution space. When in the Problem Space you are seeking to understand, gather constituent needs, and create prelim sketch for iterations of feedback. The Solution Space is about executing on the learnings from the Problem Space – e.g. actually creating the product or service. The two spaces interact and feed one another. However keeping the spaces separate during the development process enables the team to more systematically and efficiently reach a valuable solution

We learn that, when in the Problem Space one of our primary goals is to listen to the people who touch the problem – e.g. customers, partners, all internal groups – to be able to best create solution for the problem.

Communication Effectiveness

In Class Exercise

BARNGA (Cultural Competency)

This classic simulation game focuses on cultural clashes. Players learn how to reconcile differences and become more self-aware in order to avoid miscommunication.

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before class:

- Being Your Most Effective Self: Adopt a New Belief

Readings for Next Week

1. Schwaber, E. (1981). Empathy: A mode of analytic listening. *Psychoanalytic Inquiry*, 1(3), 357–392.
2. Bryson, J.M. (2007) What To Do When Stakeholders Matters: Stakeholder Identification and Analysis Techniques. <http://www.tandfonline.com/doi/abs/10.1080/14719030410001675722>

Week 8 (date XX): Communication@Center

This lecture discusses research indicating that communication effectiveness is equally or more valuable than technical hard skills as we move into the future. This trend is inevitable as technology accelerates and fields converge. In this environment skill at human collaboration, communication, and organization are essential to making sense of and managing change. This lecture draws in work by Annenberg professors Rebecca Weintraub and Patti Riley who employ “strategic communication” tools like “stakeholder analysis” with their students, and the class will follow their approach. Students learn how to develop actionable strategies.

Communication Effectiveness

In Class Exercise

Feedforward (Intellectual Curiosity, Adaptability)

The name of this exercise is a play on the word “feedback”. Students work in pairs using a worksheet provided by the instructor. Students draft scripts for behavior changes they would like to achieve for themselves. After each draft students discuss with their partner and revise. The drafts will be used in this week’s Communication Effectiveness assignment

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before

class:

- Being Your Most Effective Self: Feedforward Practice

Problem Solving

In Class Exercise

Journey Map (Empathy)

Teams write out stages of stakeholder engagement with their team project. Teams follow an example from instructor that includes archetypal rows and columns for Journey Maps. Teams write out what happens in each stage until they have a visual representation of the journey stakeholders take through their service.

Assignment

Students complete the problem solving assignment provided by instructor on Blackboard – due via email next week before class:

- Journey Map Assumption Test with Stakeholders (note that teams may opt to choose a different tool other than Journey Map if that tool is more appropriate for the state of their problem).

Readings for Next Week

1. Barthelmy, B & Dalmange-Rouge, C (2013) When You're Innovating, Resist Looking for Solutions, Harvard Business Review - <https://hbr.org/2013/09/when-youre-innovating-resist-l/>
2. Service Prototyping According to Service Design Practitioners - <http://www.servdes.org/pdf/blomkvist-holmlid.pdf>

SECTION 3: UNDERSTANDING OTHERS

Week 9 (date XX): Service Prototype – Deep Dive

Lecture and Critical Analysis of Readings

This lecture is about understanding, comparing, and contrasting service prototypes for different services. Note that - thanks to the ubiquity of connected devices – nearly all *products* in the 21st century also have a service component - whether as a core attribute or a minor attribute such as customer support. So, whether you are exploring a product or service a service prototype can be a useful tool. This lecture presents case studies of how different kinds of services have been organized and represented in the journey to overcome ambiguity and make ideas tangible.

Communication Effectiveness

In Class Exercise

Helium Stick (360 Degree Thinking)

This is a team collaboration and communication exercise. Students must communicate quickly and effectively to control a long, light rod that is placed across all of their fingers and bring it to the ground. The rod has a surprising tendency to raise up rather than down which means students must figure out how to overcome through effective communication.

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before class:

- Understanding Others: Write Models for Leadership and Emotions

Problem Solving

In Class Exercise

The Question Ladder tool provides a way to ask questions in a different ways, and to combine questions in order to reach deeper, more nuanced answers. The tool provides structure for how to combine a range of who, what, where, when, why and how coupled with the words like is, did, can, will, would and might.

This allows you to get to the heart of an issue and to build chains of questions drive to insights and solutions. Students use the Question Ladder with their teammates on the problem they are pursuing.

Assignment

Students complete the problem solving assignment provided by instructor on Blackboard – due via email next week before class:

- Question Ladder with Stakeholder input (note that teams may opt to choose a different tool other than Question Ladder if that tool is more appropriate for the state of their problem).

Readings for Next Week

1. Wilson, E (2014) Third Space: The One-Trillion Dollar Global Talent Gap: What It Is and What Can We Do About It
2. Callan, V. J. (1993). Individual and organizational strategies for coping with organizational change. *Work & Stress*, 7(1), 63–75.
3. Lewis, L. K., & Seibold, D. R. (1996). Communication during intraorganizational innovation adoption: Predicting users' behavioral coping responses to innovations in organizations. *Communication Monographs*, 63(2), 131-157.

Week 10 (date XX): Comm Thinking vs Engineering Thinking vs MBA Thinking

Lecture and Critical Analysis of Readings

This lecture compares and contrasts leading frameworks that define the way communication professionals think, engineers think, and MBAs think. Research demonstrates that the mindsets and skillsets of each group result in differing paradigms and ways of looking at the world. Third Space research is presented to make the differences tangible.

Communication Effectiveness

In Class Exercise:

Blind Square (Adaptability, 360 Degree Thinking)

Perhaps the most challenging exercise in the semester, Blind Square requires teams to achieve very sophisticated levels of communication and teamwork. It is an exercise in which teams must communicate even though they can't see each other because they are wearing blindfolds. The team is given a length of rope and must lay it out on the ground to create a perfect square.

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before class:

- Understanding Others: The Model

Readings for Next Week

1. Olsen, D (2015) The Lean Product Playbook, 11 - End to End Case Study

Week 11 (date XX): 360 Degree Thinking and Overcoming Ambiguity

Lecture and Critical Analysis of Readings

A key element of effective problem solving is the ability to operate in and overcome ambiguity. This lecture explains how 360 Degree Thinking can be used to frame and reframe problems. It also takes students on an interactive discussion of common patterns that emerge when tackling ambiguity. These include:

- Big picture paralysis - Occurs when the problem is so large and amorphous that no frame exists to get to the next step. Solution: Make something, show to stakeholders. Iterate, reframe & repeat. Fall back on whatever tangible data available (e.g. ask who are stakeholders, what do they want, etc.)

- Overcontrol – ambiguity leads to anxiety which leads to desire to control. Control limits collaboration and sharing of ideas. Solution: Check how much team members insist on their point of view, Facilitate team decision versus having someone dictate

Communication Effectiveness

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before class:

- Understanding Others: The Method

Problem Solving

In Class Exercise:

Selective Prototype

A technique to overcoming ambiguity is to select a subset of information you want to learn about and create a simple prototype – aka a Selective Prototype. In fact it is best to not represent the full experience in every prototype you make. Students work in teams to determine 1-2 things that they want to learn about and make a low fidelity prototype/sketch. This exercise is timeboxed meaning students work must turn-around answers in short sprints.

Assignment

Students complete the problem solving assignment provided by instructor on Blackboard – due via email next week before class:

- Selective Prototype with Stakeholder input (note that teams may opt to choose a different tool other than Selective Prototype if that tool is more appropriate for the state of their problem).

Readings for Next Week

1. Ferrari, B (2012) The Executive's Guide to Better Listening, McKinsey Quarterly
2. Harvard Business Review on Negotiation and Conflict Resolution, Chapter 3: The Team That Wasn't
3. Goff, M., & Ackerman, P. L. (1992). Personality-intelligence relations: Assessment of typical intellectual engagement. *Journal of Educational Psychology*, 84(4), 537.

Week 12 (date XX): Cultural Competency and Conflict Resolution

Lecture and Critical Analysis of Readings

This lecture walks participants through framework for managing internal conflicts effectively. Developing ability to resolve internal conflicts effectively is one of the biggest challenges in today's business world and is vital to success.

Communication Effectiveness

In Class Exercise:

Divide the Loot (Cultural Competency, Adaptability)

This is a negotiation and conflict management activity designed to help students understand their own relationship to fairness and authority. Students are divided into two groups – Management and Employees. Each group starts its own pot of money. Each group member pays some amount into the pot but no one knows how much. The instructor takes both groups' pots of money, combines them into one, and adds his own unknown contribution. He then tells everyone how much in the combined pot. Each group has 10 minutes to decide how to fairly split the total pot amongst everyone in the room. Then Managers and Employees negotiate a final outcome.

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before

class:

- Understanding Others: The Method, More Challenging

Readings for Next Week

1. Reeves, M & Deimler M (2011) Adaptability: The New Competitive Advantage, Harvard Business Review <https://hbr.org/2011/07/adaptability-the-new-competitive-advantage>
2. Bridges, W (2009) Managing Transitions, Chapter 6: How to Deal with Non-Stop Change

SECTION 4: BEING YOUR MOST EFFECTIVE WITH OTHERS

Week 13 (date XX): Adaptability: The New Competitive Advantage

Lecture and Critical Analysis of Readings

Globalization, new technologies, and greater transparency are combining to disrupt businesses and making it much a harder to maintain a stable position. Companies are formalizing adaptability techniques to best compete in this changing world. Instead of being good at doing one thing, companies and individuals have to be good at learning how to adapt to new things. This lecture presents methods for formalizing adaptability including:

- Ability to Read and Act on Signals
- Ability to Experiment
- Ability to Manage Multi-Company Systems
- Ability to Mobilize

Communication Effectiveness

In Class Exercise:

Nuclear Reactor (Adaptability)

A final and highly challenging activity to see how well participants apply lessons to overcome ambiguity and create innovative solutions.

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before class:

- Being Your Most Effective with Others: Your Effectiveness Project

Problem Solving

In Class Exercise:

Service Prototype – students work in their teams to organize their service prototype. The service prototype will be informed by all previous problem solving assignments in the course. Teams are to deliver their final service prototypes presentation in Week 15 of the course.

Assignment

Students complete the problem solving assignment provided by instructor on Blackboard – due via email next week before class:

- Service Prototype with Stakeholder input

Readings for Next Week

1. Katzenbach, J (2012) Cultural Change that Sticks – Harvard Business Review - <https://hbr.org/2012/07/cultural-change-that-sticks>
2. The Development Model of Intercultural Sensitivity - <http://idr.institute.org/page.asp?menu1=15> and http://www.idr.institute.org/allegati/IDRI_t_Pubblicazioni/47/FILE_Documento_Bennett_DMIS_12pp_quotes_rev_2011.pdf

Week 14 (date XX) Culture and Alignment

Lecture and Critical Analysis of Readings

Organizational culture is a system of shared communication patterns. It is also a system of shared assumptions, values, and beliefs. These things influence how people behave in organizations. All organizations form a culture over time. Building self-awareness about one's organizational culture provides means to navigate it effectively.

This lecture explores organizational culture using classic models for understanding them.

Communication Effectiveness

Assignment

Students complete the assignments provided by instructor on Blackboard – due via email next week before class:

- Being Your Most Effective with Others: Meaningful Connection

Problem Solving

In Class Exercise

Service Prototype polish – students work in teams on their Service Prototypes. Teams get feedback from classmates and the instructor.

Assignment

Students complete the problem solving assignment provided by instructor on Blackboard – due as a presentation in the next class:

- Service Prototype with Stakeholder input

Readings for Next Week

n/a

Week 15 (date XX) Final Student Presentations

Lecture

Short discussion of this week's student Communication Effectiveness assignment.

Problem Solving

Final Student Presentations

Students present their final Selective Prototypes to the class and instructor.