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|  | **MOR 431 – Interpersonal Competence, Influence, and Development** |
| **Syllabus – Spring 2013 – M/W 4:00 to 5:00 pm** |
| **Professor: Robert B. Turrill, PhD** |
| **Office: Bridge Hall 303D** |
| **Office Phone: 213.740.0732**  **Office Hours***: Mon/Wed 6:00 to 7:00 pm; Thurs 2:00 to 4:00*  *and by appointment* |
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**Course Description**

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.

**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 interpersonal influence and competence 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 and expressing yourself more powerfully
* knowing how to become more “intentional”

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* being more responsible and proactive
* “enrolling” others in your objectives and view point
* self-confidence
* networking
* managing relationships at work - with your boss, 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

**Required Materials**

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 (available in the book store)

ON BECOMING A LEADER, Warren Bennis, Perseus Publishing, rev. ed. 2003.

(This is suggested reading, NOT required.)

**Prerequisites and/or Recommended Preparation:**

BUAD 304 is a prerequisite to this course.

**Course Format**

To achieve these objectives, we will use multiple formats – lecture, workshop activities, self-assessment, ELC sessions, team projects, videos, and cases. The course involves both learning about interpersonal effectiveness in readings, cases, and lectures, and “practicing” interpersonal skills and effectiveness. We will also use teams in class for certain exercises as well as two team projects. 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 Notes 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. Excessive absences (more than three) will negatively affect your course grade.
* This is a discussion, team, and case course, so **please close your laptops and tablets, and turn off all of electronic devices including cell phones while class is in session.**

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* 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, progress on personal goals, and their evaluation of their influence/power strengths and weaknesses.
* Occasionally, you will be asked to share your “influence” experiences with your team and with the class.
* There will be a mid-term exam on April 10.
* You will submit four sets of case notes chosen from the eleven assigned cases.
* Each individual will be a member of a four or five person team. Each team will select one of the assigned cases and present both a written analysis and a presentation on the day the case is due (The case in Week 13 is not available for team analysis).
* 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. Peer evaluation may be used to assess individual contributions to the team assignments.

**COURSE EVALUATION**

Course 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 which has set as a guideline a 3.3 gpa for an elective class as a whole (no longer a rigid “target”).

Self-assessment paper, including your team analysis 20%

Mid-term exam (case) 20%

Team project 20%

Team case analysis and presentation 15%

Case notes (four sets are required) 15%

Individual contribution/participation in class, preparation, attendance 10%

100%

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**WEEKLY ASSIGNMENTS** (Changes may be made to the schedule based on the pace and needs of the class and the availability of the ELC.) “R” refers to articles and cases in the Reader. Questions for each case will be posted on Blackboard in the Assignments folder. **You are required to submit four sets of case notes during the semester.**

Refer to the section on **CASES** for further instructions and clarification.

**Week 1 - January 14** - **Introduction to the course**

**January 16** Self-assessment and self-awareness

Assignments Read Robbins, Chs 1 & 2

R – “Asserting Yourself: How to Say “No” and Mean It”

Complete SAQ’s 1 – 7 and summary in Ch 2 of Robbins

**Week 2 - January 21 (Holiday)**

**January** **23 - Focus on the individual: self-assessment, understanding, and mindset**

Assignments Read Bennis, Chs 2 & 3 (suggested reading)

Case: “Erik Peterson” (A)(B) (See questions on Blackboard)

**Week 3 - January 28 - Focus on the individual: development and goals**

Assignments Read Goleman, Chs 1 - 6 and appendices 1-3

Read Bennis, Chs 4, 5 & 6 (suggested)

Read Robbins, Ch 3 and 4

EI assessment (in class)

**January 30** Case: “Erik Peterson” (C)(D)

**Week 4 – February 4 - Focus on interpersonal influence and competence**

Assignments Read Robbins, Ch 5, 6, 7, and 8

Read Bennis, Ch 8 (suggested)

Read Goleman, Ch 7, 8

Complete “Interpersonal Influence Inventory” (in class)

Case: “Bob Knowlton”

Form teams

**February 6** ELC JKP 301

**Bring personal goals for the course and a brief summary**

**of your personal profile (see Ch 2 in Robbins) using self-assessment data.**

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**Week 5 - February 11 - Focus on collaboration - building teams**

Assignments Read Robbins, Ch 16 and 17

R – “Managing Your Team”

**February13** Case - “David Fletcher”

Select partners for personal goal development

**Week 6 - February 18 – Holiday**

**February 20 – Focus on interpersonal influence in teams**

Assignments Read Goleman, Ch 9

R – “A Note on Team Process

Case – “The Chattanooga Ice Cream Division”

**Week 7 -** **February 25 – Managing and leading teams**

Assignments R - “Managing A Task Force”

Read Robbins, Ch 19

**February 27** Case – “The Overhead Reduction Task Force”

**Week 8 – March 4 - Focus on managing - exercising influence and power**

Assignments Read Robbins, Chs 9, 10, 11, 14. 15. & 18

Read Bennis, Ch 7 (suggested)

R - “What It Really Means to Manage”

R - “Power Dynamics in Organizations”

Case - “Jeffrey Smith”

**March 6** ELC – JKP 301

**Week 9 - March 11 - Sharing power - mutual influence**

Assignments Read Robbins, Ch 20

R - “Enhancing Power Through Mutual Influence”

R – “Taking the Stress Out of Stressful Conversations”

**March 13** Case - “Jensen Shoes: Lyndon Brooks’ Story”

Case - “Jensen Shoes: Jane Kravitz’s Story”

(Two teams can do these two cases.)

(Do case notes on only one of the cases.)

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**March 18/20 - spring break**

**Week 10 - March 25 - Persuasion**

Assignments Read Robbins, Ch 13

R – “The Necessary Art of Persuasion”

Cialdini on Persuasion (video)

**March 27** ELC JKP 301 – Persuasion role play

**Week 11 - April 1 Influence without authority**

Assignments Read Robbins, Ch 12

Review Goleman, Ch 8

R – “Influence Tactics”

R – “Building Coalitions”

**April 3** Case – “Jack Thomas”

**Week 12 – April 8—Managing Performance**

Assignments R – “Managing Performance”

R - “Building Effective One-On-One Work Relationships”

Case – “Karen Leary” (Part A and Part B)

**April 10 Mid-term exam**

**Week 13 – April 15 - Managing Up**

Assignments Read pp. 200 - 208 in “Enhancing Power Through Mutual   
 Influence”

R - “Managing Your Boss”

R – “The Fundamentals of Managing Up”

Case - “Lisa Benton (A)”

**April 17** ELC JKP 301

**Week 14 - April 22 – Building networks**

Assignments R - “Managerial Networks”

Video (in class) “Building Personal Networks”

Network Assessment Exercise (in class)

**April 24** Case - “Heidi Roizen”

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**Week 15 - April 29 – Building social capital**

Assignment **Team project presentations**

**May 1**  **Team project presentations**

**May 8 - Final exam period (4:30 – 6:30 pm)**

**Individual papers due**

**Retention of Graded Coursework**

Final exams and all other graded papers not returned to the students will be kept for one year after the end of the spring semester.

**Statement for 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 me (or to your TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit [www.usc.edu/disability](http://www.usc.edu/disability) .

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

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**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 three major areas:

* 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.
* 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. (Do not attach the instruments, just summaries.)

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# CASES

* Team case: Each team will select one of the assigned cases and present their analysis and recommendations to the class, and initiate discussion with the class. The assignment involves completing a written analysis (approximately 7-10 pages, double spaced) in addition to the presentation to the class. (The case assigned in Week 13 is not available for team analysis.) Team cases cannot be used as one of the five required cases by the members of the team presenting the case.
* Mid-term exam: The mid-term exam case will be a written exam within the class period on April 10. If it is a long case, you will be given the case before the exam so that you are familiar with case, and then receive the questions on the day of the exam. If it’s a very short case, you will be given the case the day of the exam.
* Case questions: Questions to guide your analysis will be given to you for each case. These questions should be answered, but you may want to go outside these boundaries for your analysis if you discover issues in the case not covered by the questions. Please prepare no more than three, double-spaced pages of notes responding to the questions posted on Blackboard. I will read these notes and return them to you with brief comments. **Submit only four** **sets of case notes.** Your notes will be evaluated on a three-point scale: 1 = below expectations; 2 meets expectations; 3 = exceeds expectations. Because we will discuss the cases each day as they are scheduled, late case notes cannot be accepted.

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 analysis, diagnoses, and recommendations, applying conceptual frameworks to your analysis where they are helpful for understanding and problem solving.

* Case preparation: When you are not doing formal preparation either for an individual case notes 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. 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.

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# 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 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 sessions 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.

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 (including your team profile) into this final presentation. (One half of the paper should be on the project description, and the other half on the impact on the team and team development over the semester.)

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

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* 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. Therefore, it is important to approach this task as “learners” rather than as “experts.”

**Notes:** The Volunteer Center on campus is often helpful 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 business students) that had at its central design feature, a self-designed community-service project, where leadership could be learned through engagement with the community. There are other community involvement efforts initiated by Marshall students, both at the undergraduate level as well as the graduate level.

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.

Add/drop process: In compliance with USC and Marshall’s policies, classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. You may be dropped from the class if you do not attend the first two sessions.