## MOR 598b – Practicum for Leading and Coaching

**Fall 2018 – Tuesday 5:00-6:20 pm – 1.5 units**  **Instructor**: Chris Bresnahan

**Office**: HOH 417

**Office Phone**: 213-740-0175

**Office Hours**: Tuesday, 12:00-1:00, and as requested.

**E-mail**: cbresnah@marshall.usc.edu

**Course Description**:

This is the practicum for the Marshall Leadership Fellows program. It builds on Fellows’ knowledge and skills learned in MOR 598a and applies that expertise to develop and coach first-year MBA student project teams over a fifteen-week period. Fellows gain deeper and more practiced understanding and application of developing and coaching teams through hands-on experience, ongoing assessment, and supervised instruction. Weekly sessions facilitating student project teams are followed by classroom debriefing, assessing, and advising activities. Fellows share their facilitating and coaching experiences, receive feedback from the course instructor and other Fellows in light of fundamental concepts and skills, and plan their next session with student teams. They progress from conceptual understanding to behavioral application and then back again to deeper and more refined understanding and behavior, and so on. This action learning process is essential for learning new leadership behaviors and techniques.

The aspiration of this second semester is to give Fellows an opportunity to explore their leadership talents, gaps, and experiences. This immersive experience will allow a student to continue to develop his/her gifts in a safe environment, but without the guiding controls installed in the previous semester. The student will be expected to learn on the fly, apply old and new knowledge bases to this experience and push for new ways of being as a leader.

**Course Objective:**

The goal of MOR598b is to actively engage in a team leadership role and continue to develop leadership capabilities. Fellows will apply skills and knowledge developed in the prerequisite course MOR598a to facilitate a first-year MBA project team and continue to develop specific new expertise based on their experiences. Students will meet as a class during the semester to discuss their own leadership experiences successes, and crucible moments as team facilitators. They will also meet regularly with their project team outside of the classroom to apply leadership facilitation discussed in the classroom setting. As a team facilitator, students will be expected to develop a vision and strategic objectives in conjunction with the team and align the team with them. Students will receive feedback around leadership facilitation skills and apply it to improve their leadership capabilities. Ideally, students will end the facilitation experience with a deeper understanding of the deliberate practice of leading teams along with new ways to approach the demands and opportunities of leadership experiences.

**Learning Objectives**:

This practicum will enable Fellows to gain deeper and more practiced expertise in how to develop and coach teams and members as outlined in the learning objectives in MOR 598a. It also will help them to:

1. Understand and apply action learning to acquiring new skills and techniques
2. Give and receive effective behavioral feedback
3. Practice assessing team dynamics and developing strong team norms
4. Actively intervene in team functioning to improve performance
5. Address complex issues that emerge in facilitating team effectiveness
6. Become more active and engaged learners
7. Become more skilled and effective leaders

**Required Materials**:

The following provide conceptual and practical knowledge for leading and developing teams and members:

* Articles posted on Blackboard
* Bennis*, On Becoming a Leader*
* George, *True North*

**Grading Policies:**

Class participation 15%

Self-assessment and goals assignment 15%

Write-up of student project team mid-project assessment 15%

Write-up of leadership successes and failures (due in breakout meetings) 25%

Final report on facilitating student project team & plan for further

leadership learning (due at time of scheduled final examination) 30%

100%

Fellows receive a grade of CR or NC for the course. CR (credit) is a passing course grade equivalent to “B” or 3.0 quality or better. NC (no credit) course grade is equivalent to a “B-” or less.

*Class Participation*:

Active participation is essential for Fellows to give and receive feedback to assess progressin facilitating and developing student project teams and their members. They must intellectually engage with each other and the instructor in sharing how course concepts and techniques inform the feedback and suggest improvements in facilitation and coaching interventions. Missing more than one session is not acceptable at this point in your education; please schedule your time accordingly. We will also have monthly hourly meetings with teach team outside of the class time. We will set up these meetings on a team by team basis. Missing these individual meetings is not acceptable.

*Student self-assessment and goals assignment*

Fellows will be expected to begin MOR 598b with goals to practice with the core teams. Fellows will submit a self-directed assessment of practiced leadership talents and knowledge. The paper is expected to bridge the MOR 598a and MOR 598b experience, and provide continuity between past goals and the current team project.

*Student team mid-project assessment write-up:*

At roughly the halfway point, the student project teams evaluate how well their facilitator positively coaches and develops them. This includes a questionnaire and open-ended questions that are given to project teams to help the student understand personal strengths and opportunities for growth. Fellows are expected to use the midpoint evaluation to help them improve their facilitation and coaching expertise. This will be a three-page, double spaced, summary of the feedback, and a portion of this paper will be directed towards next steps.

*Write-up of leadership successes and failures*:

Each student will be expected to present an individual success story as a leader, and an abject failure as a leader as well. These write-ups with be five pages, double spaced, and will be presented to a smaller subset of the class. You are expected to spend half an hour covering your own leadership arc, and what you learned from these successes and failures. You will facilitate the entire conversation during this exercise, and will be expected to come with specific questions for your team around your own leadership experiences, and have a one-sheet write-up in advance of the meeting. This one sheet will be a summary of your leadership experiences overall, a summary of the leadership experiences you will review with us, and any questions you want to ask the group during your presentation.

*Reaction Paper Assignments:*

Fellows will be asked to complete three one to two page, single-spaced assignments in this course. Two of these assignments will be mandatory, as noted on the syllabus, while one is to be completed on assignments and exercises from class that you choose. These assignments are expected to demonstrate an understanding of the material that was covered in the reading for that week, integrate material from the team experience, and apply this material to an issue that is current within your team environment. The course material is not static; you are expected to apply it in order to learn the value of the topics in the course.

*Final report on facilitating student team & plan for further leadership learning*:

The final report outlines the project team facilitation process and its outcomes. Attention is directed at how the facilitator and team behaviors evolved over the course of the project. Team building and process consultation concepts are used to understand the behaviors and their consequences and to suggest alternative facilitation interventions that might have been more effective. The plan for further leadership learning outlines what skills and techniques the Fellow still needs to develop. It identifies what learning activities might be undertaken during the Fellow’s early career. This paper will be eight-page, double spaced.

Additional Information

**USC Marshall Critical Thinking Initiative**

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and in the workplace.  This means that you will engage in a variety of learning activities in your courses which are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can outperform others to get your desired job and to further excel in your career.  Your ability to think critically is an important part of the evaluation/grading process in this course.  The centerpiece of Marshall’s critical thinking knowledge is a website that contains instructional materials and videos. We utilize these resources to prepare you to do the case analysis assignments as noted in Course Materials. Website: <http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>

**Academic Integrity & Conduct**

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)) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Should there be any suspicion of academic dishonesty, students will be referred to the Office of Student Judicial Affairs and Community Standards for further review. 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.

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. The use of unauthorized material or technology, communication with fellow students during an examination, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other course work is unacceptable and will be treated accordingly. Other integrity violations include handing in someone else’s homework assignment for them when they did not attend class, or claiming credit for words or thoughts that are not your own, which includes having your name appear on a team project/paper when you did not fully participate in completion of the project/paper. These actions will have significant impact such as failing the course. Not only is it your responsibility to abide by these standards, it is also your responsibility to notify the instructor if you observe any violations of academic integrity in this course.

You are expected to familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>.  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](http://policy.usc.edu/scientific-misconduct/).

**Student Support Systems**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [http://www.suicidepreventionlifeline.org](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.suicidepreventionlifeline.org_&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=_36nnFETM-Q6pZ6iq9FbkRLnOqB2hAKf3hpB7emICZo&m=E2UsZJRCMqi9OEfKUeqk9Y1uY3eDgl_cjSeDni9P-3s&s=twu831aNHupJnoiSEzsXZ1lmq9yCzJvEv35V5v5dYAY&e=)

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website:<http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.<https://studentaffairs.usc.edu/bias-assessment-response-support/>

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu/)

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.<https://studentaffairs.usc.edu/ssa/>

*Diversity at USC –* [*https://diversity.usc.edu/*](https://diversity.usc.edu/)

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu/)

## Students with Disabilities

#### **USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (**[www.usc.edu/disability](http://www.usc.edu/disability)**). DSP provides certification for students with disabilities and helps arrange the relevant accommodations.  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. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email:** [ability@usc.edu](mailto:ability@usc.edu)**. Please be sure the letter is delivered to your Professor as early in the semester as possible.**

**Retention of Graded Coursework**

Final exams and all other graded work, which affects the course grade, will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student (i.e., if we returned a graded paper to you, it is your responsibility to file it, not ours). We recommend that you keep returned work in a folder or other safe place in the event you need to reference it.

**Statement on Technology Use**

Please note that computer laptop or tablet use is not allowed during class unless otherwise advised by your Professor. It is far more important to participate than to take detailed notes. A few hand-written notes will suffice. After each class session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. All electronic devices are to be turned off and kept off throughout the class session. Instructors may deny Participation/Contribution points to students misusing technology during class. We invite you to “Be Here, Be Present!” to create an engaging learning community.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>*)* will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

**DETAILED SESSION INFORMATION**

**WEEK #1:**

**Tues Aug 21: Student project team first impressions and team development models**

Assigned readings:

* Syllabus

**WEEK #2:**

**Tues Aug 28: Team forming interventions: Creating norms, structures, and goal setting**

Assigned readings:

* Tuckman: “Developmental sequence in small groups”

http://openvce.net/sites/default/files/Tuckman1965DevelopmentalSequence.pdf

* Daniel: “Developing and Sustaining High-Performance Work Teams”

Summer Self-Assessment and Goals Assignment:

1. You have had a chance to meet with your first year core teams, and had a video of that meeting taken. Please review your video, and determine your two apex moments, and two of your ‘do-over’ moments. What did you do well? What would you replicate? What would you never do again/avoid doing? What is your general impression of your leadership style?
2. Over the summer I expect you had an opportunity to watch a leader in action. Hopefully this summer experience allowed you to observe someone who is leading a team in a specific fashion. What sorts of insights did you gain from this experience which will help you approach your first-year teams? What were your important takeaways from watching this leader up close?

Finally, talk about where you are at with your goal. Do you want to stick with the one you worked on last semester, or do you want to transition to a new one?

\* Bring a copy of the essay to discuss during class (soft is fine).

**WEEK #3:**

**Tues Sept 4: Team storming interventions: Resolving conflicts and changing roles**

Assigned readings:

* Gwynn: “Managing culturally diverse teams”

Conflict Handling/Power Assessment Reaction Paper:

1. Please take the Rahim power assessment uploaded on bbd. While conflict can be a source of creativity and insights, it can also be a source of friction and disruption. As conflict is a standard part of working with teams, it is important to deal with it effectively and constructively.

This paper will have you think about your own ways for dealing with conflict and power. What is your approach to dealing with conflict and individual differences? What are the difficult conflicts you have dealt with in the past, and how did you resolve them? What is the most important conflict you have experienced in a team setting, and what would you do differently today?

\* Bring a hard copy of the essay to turn in at the beginning of class.

**WEEK #4:**

**Tues Sept 11: Work and Progress**

Assigned readings:

* Gersick: “Time and transition in work teams: Toward a new model of group development.”

**WEEK #5:**

**Tues Sept 18: Team performing interventions I**

Assigned readings:

* Janis**:**“Groupthink" in *Small Groups and Social Interactions*.
* Katzenbach: “The Discipline of Teams”

**WEEK #6:**

**Tues Sept 25: Workshop for Trojan Impact Projects. All teams are expected to bring an update for the entire class. Each group will present project WITH UPDATES during class.**

**WEEK #7:**

**Tues Oct 32 Team performing interventions II**

Assigned readings:

* Cohen & Bailey: “What Makes Teams Work: Group Effectiveness Research from the Shop Floor to the Executive Suite.”

**WEEK #8:**

**Tues Oct 9: Team adjourning interventions**

Assigned readings:

* De Mascia: “Project Wind-Down”

Write-up of evaluations from student team members

\* Bring a hard copy of the essay to turn in at the beginning of class.

**WEEK #9:**

**Tues Oct 16: Leadership as a Messaging Platform**

Assigned readings:

* Bennis, *On Becoming a Leader* Ch. 1-5

**WEEK #10:**

**Tues Oct 23: Leading as Yourself**

Assigned readings:

* Bennis, *On Becoming a Leader* Ch. 6-10

**WEEK #11:**

**Tues Oct 30: Creating Psychological Safety in Teams**

**WEEK #12:**

**Tues Nov 6: Leading as a Team-Paradoxes and Successes**

Assigned readings:

* Find an article on your favorite leader. Please print it out and bring it to class this week.

**WEEK #13:**

**Tues Nov 13: Self-Awareness as Leadership Information**

Assigned readings:

* George, *True North* Ch. 1-4

**WEEK #14:**

**Tues Nov 20: Individual meetings this week for Trojan Impact Projects. Class will be drop-in.**

**WEEK #15:**

**Tues Nov 27: Closing and Next Steps**

Assigned readings:

* George, *True North* Ch. 5-9

|  |  |  |
| --- | --- | --- |
| **APPENDIX**  **How MOR 598b Practicum for Leading and Coaching Contributes to Student Achievement of**  **Marshall’s Six Graduate Program Learning Goals** | | |
| **How MOR598a Course Objectives Support the Marshall Graduate Learning Goals** | | |
| **Marshall Graduate Program Learning Goals** | **Degree of Emphasis** | **MOR598b Course Objectives that support this goal** |
| **Learning goal #1: Our graduates will develop a strategic level of understanding of the key functions of business and be able to comprehend the relationships between the core business disciplines in order to *make holistic judgments and decisions in analyzing business situations.*** | **Low** |  |
| 1.1 Students will demonstrate foundational knowledge of core business disciplines, including their interrelationships. |  |  |
| 1.2 Students will analyze business scenarios, such as cases, with a firm grounding of how each of the core fields play into decisions made. |  |  |
| 1.3 Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets). |  |  |
| 1.4 Students will show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices in a variety of disciplines and industries. |  |  |
| **1.5 Students will demonstrate the ability to utilize interdisciplinary business skills in case analyses, exams, presentations and projects, including capstone projects.** | Medium | 4, 5 |
|  |  |  |
| **Learning goal # 2: Our graduates will develop a global mindset and a competitive edge in this interdependent, fast-changing, diverse and volatile world through structured educational opportunities. They will acquire knowledge, both theoretical and practical as well as experiential, about America and the rest of the world, and the economic/financial interdependencies that signify current geopolitical, economic and financial relationships that impact business decisions *so as to make a difference in the world.*** | **Low** | **Not Supported by MOR598b**  **Learning Objectives** |
| 2.1 Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. |  |  |
| 2.2 Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world. |  |  |
| 2.3 Students will demonstrate the ability to evaluate global business challenges and opportunities through experiential learning, immersion international trips, case studies, international business consulting projects and exams. |  |  |
|  |  |  |
| **Learning goal 3: Our graduates will demonstrate critical thinking skills by making the intellectual connection between quantitative and qualitative tools, theories and context to provide the basis *for proper and effective problem solving and decision making as well as the development of new and innovative business opportunities to strategically navigate the complex demands of the current and dynamic national and international business environments.*** | **Low** | **Supported by MOR598b**  **Learning Objectives 1-7** |
| 3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas. |  | 6 |
| 3.2 Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world. | medium | 1, 3, 5 |
| 3.3 Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems. |  |  |
| 3.4 Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies. |  |  |
| 3.5 Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking. | medium | **4, 6, 7** |
| 3.6 Students will demonstrate their ability to apply critical thinking tools and the USC-CT Framework in designated exercises, cases, projects and exams. |  |  |
|  |  |  |
| **Learning Goal 4: Our graduates will develop people and leadership skills by demonstrating self-awareness, emotional intelligence, curiosity, visionary and strategic thinking, teamwork, refection and knowledge transfer skills to promote their effectiveness as *business managers and leaders.*** | **High** | **Supported by MOR598b Learning Objectives 1-7** |
| 4.1 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors). |  | **1-7** |
| 4.2 Students will be able to demonstrate various emotional intelligences and leadership skills such as self-awareness, self-management, teamwork and collaboration to better understand the potential complexities in organizations in papers, exercises, cases, exams and projects. |  | **1-7** |
| 4.2 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts (e.g., marketing, finance, accounting, etc.) |  | **1-7** |
| 4.3 Students will be able to demonstrate the understanding of visions and values of world-class companies and the impact it has had on financial results. |  | **1-7** |
| 4.4 Students will understand factors that contribute to effective teamwork. |  | **1-7** |
|  |  |  |
| **Learning goal 5: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society*** | **Medium** | **Supported by MOR598b**  **Learning Objective** |
| 5.1 Students will understand professional codes of conduct. |  |  |
| 5.2 Students will recognize ethical challenges in business situations and assess appropriate courses of action. | High | **1-7** |
| 5.3 Students will be able to apply ethical principles and professional standards in analyzing situations and making informed decisions. |  |  |
| 5.4 Students will demonstrate an understanding of and consistently apply the ethical principles and professional standards related to the business world and show the ability to express and follow results of independence and the highest sense of professional ethics. | High | **1-7** |
| 5.5 Students will demonstrate the ability to research, critically analyze, synthesize, and evaluate information, including professional standards for decision making, in the local, regional and global business environment. |  |  |
| 5.6 Students will enhance their appreciation of values of social responsibility, legal and ethical principles and corporate governance through the analysis and discussion of pertinent articles and real business cases, seminars and summits. |  |  |
|  |  |  |
| **Learning Goal #6: Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts*** | **High** | **Supported by MOR598b**  **Learning Objectives 1-7** |
| 6.1 Students will identify and assess diverse personal and organizational communication goals and audience information needs. |  | **1-7** |
| 6.2 Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts. |  | **1-7** |
| 6.3 Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts. |  | **1-7** |
| 6.4 Students will be able to clearly communicate in oral and written formats the solutions to business issues and problems accurately and effectively. |  | **1-7** |
|  |  |  |