

## **Course Syllabus – Updated 2/4/19**

### **Industrial and Systems Engineering (ISE)**

#### **ISE 544: Management of Engineering Teams (3 units)**

*[Note: Due to administrative processes, this syllabus is subject to change. It is the student's responsibility to verify with the instructor regarding any updates.]*

Design and management of engineering teams. Group decision-making, motivation, leadership, infrastructure requirements, performance measurement, team diversity, conflict, and integration.

**Semester:** Spring 2019  
**Course Section:** 31544D  
**Lecture Time:** Monday, 18:40 – 21:20  
**Location:** SSL-150

**Instructor:** Kazuo “Kaz” Takeda [ktakeda@usc.edu](mailto:ktakeda@usc.edu)  
**Office:** Location: GER 242-A  
Phone Meetings: Will set up a number with meeting details  
\*\* For emergencies only: 714-451-6331\*\*  
Hours: By appointment for face to face meetings from 17:15 – 18:15 prior any of our scheduled session days. Due to office space size, if I am not in GER 242-A, you may often locate me at Tutor Café or the Tutor Center. Other virtual meetings on other times and dates can be arranged by appointment only using contact information provided. Note that GER doors may self-lock at 17:00 which may require you to call on arrival to gain entrance.

**Course Producer (PC):** Teresa Giovannoli [tgiovann@usc.edu](mailto:tgiovann@usc.edu)  
**Office:** Phone: (203) 470-7275  
Hours: By appointment  
Response to Blackboard Discussion topics shared with Professor.  
Email for personal issues and assignment grade questions.  
Response to emails within 36 hours.

**Required Textbooks:** ISBN: 978-1884731266  
Title: **The Team Handbook Third Edition**  
Author: Scholtes, Joiner, Streibel  
Publisher: Oriol Inc; 3rd edition (March 24, 2003)

ISBN: 978-0787960759  
Title: **The Five Dysfunctions of a Team: A Leadership Fable**  
Author: Lencioni  
Publisher: Jossey-Bass; 1 edition (April 11, 2002)

ISBN: 978-0062309440  
Title: **Leadership and the One Minute Manager Updated Ed: Increasing Effectiveness Through Situational Leadership II**  
Author: Ken Blanchard, Patricia Zigarmi, Drea Zigarmi  
Publisher: William Morrow; Updated edition (October 15, 2013)

ISBN: 978-0791801628  
Title: **Unwritten Laws of Engineering**  
Author: W.J. King, James Skakoon  
Publisher: American Society of Mechanical Engineers; Revised edition (June 1, 2001)

**Course Readings:** This course will rely primarily on lecture materials, assigned readings and additional documents will be provided through the class website or through the USC electronic library system.

**Required Course**

**Articles:**

(Students are responsible to retrieve these articles from our Blackboard site)

**Managing Multicultural Teams**

Brett, Jeanne; Behfar, Kristin; Kern, Mary C.  
*Harvard Business Review*, Nov 2006, Vol. 84, Issue 11, pg 84-91

**The Discipline of Teams**

Katzenbach, Smith  
*Harvard Business Review*, Jul/Aug 2005, Vol. 83, Issue 7/8, pg. 162-171

**What Makes a Leader?**

Goleman, Daniel  
*Harvard Business Review*, Jan 2004, Vol. 82, Issue 1, pg. 82-91

**The Passive-Aggressive Organization**

Neilson, Gary L.; Pasternack, Bruce A.; Van Nuys, Karen E.  
*Harvard Business Review*, Oct 2005, Vol. 83, Issue 10, pg. 82-92

**The Great Intimidators**

Roderick M. Kramer.  
*Harvard Business Review*, Feb 2006, Vol. 84, Issue 2, pg. 88-96

**Actionable feedback: Unlocking the power of learning and performance improvement.**

Cannon, Mark and Witherspoon, Robert  
*Academy of Management Executive*, 2005, Vol. 19, No. 2, pg. 120-133

**Becoming the Boss**

Hill, Linda.  
*Harvard Business Review*, January 2007, pg. 48-56

**Recommended Textbook and Journals:**

ISBN-13: 978-1609949600

Title: **The Heart of Leadership: Becoming a Leader People Want to Follow**

Author: Mark Miller

Publisher: Berrett-Koehler Publishers; 1 edition (October 14, 2013)

ISBN-13: 978-0062663078

Title: **Multipliers, Revised and Updated: How the Best Leaders Make Everyone Smarter**

Author: Liz Wiseman

Publisher: Harper Business; Revised, Updated edition (May 16, 2017)

ISBN: 978-0884271789

Title: **The Goal: A Process of Ongoing Improvement**

Author: Goldratt, Cox

Publisher: North River Pr; 3rd Revised edition (July 2004)

*(This is recommended for those students who have limited insight about industry, especially how industrial engineering skills can be used)*

**The Art and Science of Leadership, A complete guide to leadership.** *Big Dog & Little Dog's Performance Juxtaposition.* Retrieved June 11, 2017 from <http://www.nwlink.com/~donclark/leader/leader.html>

**Prerequisites and**

**Other Requirements:**

- No prior courses
- Competency in undergraduate level mathematics
- Capable of preparing professional papers and presentations in the English language using proper citations (APA format)
- Ability to produce documents in MS PowerPoint
- Access to a computer with a web camera, microphone and speakers/headphone
- Access to watch television episodes streamed from web content. Specific content is TBD.
- All presentations will be saved to a student USB thumb drive/memory stick which the student/team will use during their presentations as backup. Student/teams may also option to utilize their own laptop.
- Student responsibility to understand materials/subjects covered in class, meeting all due date.

**Introduction and Purposes**

---

- **Objective:** To prepare those to be successful leaders of technical engineers who will provide direct value to their organization and their team.
  
- **Description:** This course will provide the student with several foundational aspects to prepare or enhance skills that are expected of those leading technical engineers. These elements will include:
  - Understanding makeup of teams; diversity and cultures, team roles, importance and contributions.
  - Management tools to drive performance; infrastructure requirements to enhance team function, measurement, virtual team considerations, accountabilities, facilitation.
  - Leadership traits for enhancing teams; situational leadership, styles, understanding conflict, identifying and resolving team dysfunction.
  - Self-understanding; emotional intelligence, value to organization, value to your subordinates.
  - Understanding the importance of attention to detail in setting yourselves above your peers to enhance your professional brand.
  
- **Approach:** This course introduces the role of team management and development using both in person and remote virtual teams using the class environment, lectures, readings and active class participation. The foundation of this course is to prepare those to either become or understand their role as a leader of engineering teams, thus learning must be accomplished by involvement. This will include role modeling, various exercises and constant communication and interaction. Supporting this approach, multiple presentations will be threaded in the assignment along with rotation of leaders. In pursuit of this goal, to the extent possible, the course will use a collaborative learning approach; meaning participation in class is critical to everyone's learning experience. The instructor then functions more as a facilitator to accomplish this goal. Due to the vast multi-cultural differences within global organizations, this course will take the approach to utilize examples and techniques from an American Fortune 500 company perspective. Instructors approach to teaching is to layout of the course as a story that builds onto itself starting with core 'hard skills' and progressing into more complicated 'soft skills' that support successful creation of teams and engineering leadership. Assignment of reading materials to support the next class lecture. Lecture to expand on the reading assignment and engage students with practical examples, applications, best practices and pitfalls. Issue assignments for individual or groups that reflect the content of the prior readings and lecture that is intended to have the student demonstrate their understanding of the topic. Provide multiple assignments to allow students to learn from mistakes and allow them to recover to support opportunities to succeed in this

course. To support this, our course attempts to provide detail student/group feedback in a timely manner.

## Course Assignment, Report and Presentations

---

The course relies heavily upon student interaction. One way to achieve this is through in class presentation. It is the instructor's belief that learning is best done in a collaborative environment. All students bring value to the learning experience of others.

1. Assignment, presentations and reports will be submitted in PowerPoint unless otherwise advised.
2. Naming convention of files;  
ISE-544\_TAKEDA\_assignment#\_studentlastname  
Example: Your first assignment is to create a 1-2 page type Facebook profile of yourself. Assuming your last name is Smith, the file name would be:  
*ISE-544\_TAKEDA\_01\_Smith.ppt*
3. Team Presentations will be no more than 5 minutes in length unless advised otherwise. Individual presentations may require embedded voice narration which will be noted in the class or lecture notes.
4. PowerPoint formatting:
  - a. Title page; required on all assignments and submissions unless otherwise advised, centered text, no page number but set as page number 0, Font; Arial 20.
    - i. Assignment name and number
    - ii. An optional personal title
    - iii. Your name on individual assignments. Group name, Group Leader Name called out and each name of Group members on Group assignments
    - iv. Kazuo Takeda
    - v. Assignment due date
  - b. Content pages; Start with page number 1, Font; Arial 12 – 20 (this requires you to have the title page as page number zero which needs to be changed from the page settings which you can find under the PowerPoint Help e.g. page number zero).
  - c. Transitions between slides are to be built into the presentation.
  - d. Page size print setting to standard 'letter', landscape mode.
5. Optional embedded narrative audio is encouraged but must automatically start with the presentation. Audio file should be saved in lower quality, small size format.
6. Assignments and presentations are will be posted into Blackboard and **due before 21:59, FIVE DAYS AFTER** the assignment was issued in class (the next **Saturday**) unless otherwise advised or stated due date and posted into Blackboard under the respective assignment. If there are challenges with the upload, first check that the file name is supported by Blackboard. If file uploads are still challenged, send a copy to the class C.P. by email. Only one submission attempt will be allowed.
7. Presentations will be consolidated by the T.A./C.P. into one master presentation. Order of presentations will vary. Students are expected to provide a USB thumb drive/memory stick of their presentation as backup. Student/team may also option to run presentation from their student's laptop, although it is encouraged to use submitted presentation by default to save time in transitioning to the student laptop.
  - a. Student laptop presentations are assumed to have been confirmed by student/group to have full functionality with the classroom A/V systems (both video and audio). Delays in setting up a student laptop may result in point deductions to that assignment presentation.
8. Use of any material (including audio/video/photo) outside of our class materials that was not created by the student/group within any assignment must have proper citations. Examples of various citation options can be found at <http://libguides.usc.edu/citation> or <http://www.bibme.org/>. Any proper citation format is acceptable (APA, MLA, etc.) with citation noted either in the page footer or within the appendix.
9. Late assignments will receive a 0.1 point deduction for each hour late, up to 1.0 point deduction for each 24 hour past the due date using the Blackboard submission time.

Late submissions will also require student or team leader to provide their presentation on a USB thumb drive/memory stick for class presentation.

10. All group presentations and assignment 1 will require a hard copy for instructor which is due at start of class. No hard copies are required for individual assignments that are not presented in class.

## **Course Schedule, Obligations and Assignments**

---

### Class discussion of reading assignments

Your principal reading obligation is to keep up with the assigned chapters and articles within the course study outline contained in this syllabus. In addition, you are asked to follow current leadership issues reported by the media. Class attendance is expected and participation (individually and in groups) will be evaluated on its contribution to the learning process.

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. **For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.** (Please refer to the *Contact Hours Reference*, located at [usc.edu/curriculum/resources](http://usc.edu/curriculum/resources).)

Course reading assignment titles will be abbreviated as

- **TH** for Title: **The Team Handbook Third Edition**
- **5D** for Title: **The Five Dysfunctions of a Team: A Leadership Fable**
- **1M** for Title: **Leadership and the One Minute Manager**
- **ULE** for title: **Unwritten Laws of Engineering**
- **RCA** for titles noted in Required Course Articles

## **Class Weekly Schedule**

---

1. Introduction and course overview
  - a. Pre-class reading: None
  - b. Due: Nothing
  - c. Instructor Presentation:
    - i. Introduction and course overview
  - d. Student Presentations:
    - i. Individual introductions
      1. Name
      2. Hometown
      3. Undergrad university
      4. Current major
      5. A leader that I would want to emulate
      6. Unique challenges of your childhood
      7. Favorite hobbies
      8. The worst job or task you experienced
  - e. Review of next weeks assignment and closing comments
2. Team Roles
  - a. Pre-class reading:
    - i. **TH**
      1. Appendix A, Introduction, Ch. 1
      2. Ch. 2
    - ii. **5D** – Introduction, Pg.185-190
    - iii. **1M** – Introduction, Pg.46-47
    - iv. **ULE**
      1. Introduction, Appendix (Code of Ethics)
      2. Part 1, In Relation to the Work, Pg.5-10
  - b. Due: **[1/12 @ 17:59]**

- i. Complete 16 Personalities test at: <https://www.16personalities.com/free-personality-test> (not turned in).
      - ii. Assignment 01: 1 to 2 page "Facebook" type profile to include:
        1. Your name and photo
        2. Typology Test profile
        3. Hometown and country
        4. Undergrad university
        5. Current major
        6. Who is the leader you would want to serve?
        7. Unique challenges of your childhood
        8. Favorite hobbies
        9. The worst job or task you experienced
      - iii. Complete the online survey for Assignment 1 (instructions in class notes) at <https://goo.gl/jkHMwp>
      - iv. Assignment 02 (Individual): 1 page explaining 'your' personal definitions of 'leadership', 'team' and 'management'
    - c. Instructor Presentation:
      - i. Review of course reading assignments
      - ii. Humanmetrics, Typology, Myers/Briggs exercise
      - iii. Agenda and Action Item Log overview
      - iv. Selecting a team
3. No Class (MLK Holiday)
4. Team Techniques
  - a. Pre-class reading:
    - i. **TH** – Ch. 3 pg.3-1 to 3-41, Ch. 4 pg.4-1 to 4-7
    - ii. **ULE**
      1. Part 1, In Relation to Your Supervisor, pg.10-15
      2. Part 1, Regarding Relations with Colleagues and Outsiders, pg. 15-19
  - b. Due:
    - i. Selection of your team by instructor
    - ii. Assignment 03 (Team): Prepare an introduction of your team for the class. Describe each member's strength to the team. It is encouraged to use typology codes for each team member in the overview. Team Leader will also recap process and AAR (After Action Review). AAR will highlight what went well, what can be improved and leader learning's.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. How to make a decision exercise
    - iii. Discussion and selection of 'problem'
  - d. Team Presentation: Assignment 03
5. Team Leaders
  - a. Pre-class reading: **TH** – Ch. 3 pg.3-42 to 3-70
  - b. Due: Assignment 04 (Team): Team presentation of three to five 'problem' topics. Brief overview of each problem and how it was ranked to determine priority. Team Leader will also recap process and AAR.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Virtual team meeting overview
    - iii. Discussion on presenting/framing the problem for executive review (Potential guest lecturer)
  - d. Team Presentation: Assignment 04
6. Learning to work together
  - a. Pre-class reading:
    - i. **TH** – Ch 6
    - ii. **RCA – Managing Multicultural Teams**

iii. **RCA – The Discipline of Teams**

- b. Due: Assignment 05 (Team): Team 1 to 2 page presentation of ‘problem’ noting background, situation, options, recommendation and next steps. Team Leader will also present their Action Item Log, recap process and AAR.
- c. Instructor Presentation:
  - i. Review of course reading assignments
  - ii. Virtual team discussion and exercise (students encouraged to bring laptops to class)
  - iii. Feedback and action planning
  - iv. Discussion of team goal, how to take USC ISE program into the top 10 rankings of US News and Reports
- d. Team Presentation: Assignment 05

7. No Class (President’s Day)

8. Situational Leadership

- a. Pre-class reading: **1M** – (don’t stress, this is an easy read)
- b. Due: Assignment 06 (Team): Develop and present as your team goal how to improve your experience at USC. Team Leader will also present their Action Item Log, recap process and AAR.
- c. Instructor Presentation:
  - i. Review of course reading assignments
  - ii. Determine situational leadership team definition assignment
  - iii. Midterm review and instructions
- d. Team Presentation: Assignment 06

9. Dealing with Conflict

- a. Pre-class reading:
  - i. **TH** – Ch. 7
  - ii. **ULE** – Part II, Relating Chiefly to Engineering Managers, pg. 23 - 30
- b. Midterm
- c. Due:
  - i. Assignment 07 (Individual): Create an overview of your teams assigned situational leadership section using **1M** (example on page pg 85). Each team member will create their own one page overview of themselves and a most recent professional experience of one personal relative.
  - ii. Assignment 08 (Team): Create a 3-5 page presentation for their section using both **1M** and individual examples. Include individual 1-pagers as appendix pages that are not included in page count. Team Leader will also present their Action Item Log, recap process and AAR.
- d. Instructor Presentation:
  - i. Review of course reading assignments
  - ii. Group role playing with conflict
  - iii. Team discussion on virtual tool assignment
- e. Team Presentation: Assignment 08

10. No Class (Spring Recess)

11. Creative tools and techniques

- a. Pre-class reading: **TH** – Ch 8
- b. Due: Assignment 09 (Team): Presentation of a virtual tool. Team will take any prior assignment as a theme and demonstrate how it could be enhanced using a selected tool. Team Leader will also present their Action Item Log, recap process and AAR.
- c. Instructor Presentation:
  - i. Review of course reading assignments
  - ii. Mind Mapping
  - iii. Consumer Report dots
  - iv. Charts and graphs
  - v. Prezi versus PowerPoint

- vi. Virtual collaboration tool examples
  - vii. Team assignment selection
  - d. Team Presentation: Assignment 09
12. Understanding dysfunctional teams and engineering team basics
- a. Pre-class reading:
    - i. **5D** – Part 1, pg 5 to 25
    - ii. **RCA – What Makes a Leader?**
    - iii. **RCA – The Passive-Aggressive Organization**
    - iv. **RCA – The Great Intimidators**
  - b. Due: Assignment 10 (Team): Create a presentation demonstrating the use of two of the techniques learned from TH – Ch 8 or session 11 discussions AND one innovative technique not discussed (citations required). Team Leader will also present their Action Item Log, recap process and AAR.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Lecture options
      - 1. TBD
  - d. Team Presentation: Assignment 10
13. Understanding dysfunctional teams (continued) and management learning's
- a. Pre-class reading:
    - i. **5D** – Part 2, pg. 27 to 70
    - ii. **ULE** – Part II, Relating Chiefly to Engineering Managers, pg. 33 - 36
  - b. Due: Assignment 11 (Individual):
    - i. Create an executive organizational chart of DecisionTech, Inc. as Kathryn arrived
    - ii. Create an organizational chart of a 'real' company which you would like to work with. Minimum 3 levels, maximum 5 levels with a maximum of 15 positions total. Embed your voice into presentation and have this assignment as a slide show that will last no more than 2 minutes. Confirm with a teammate that your submission is clear and can be replayed on another computer.
    - iii. Create an engineering job description for an entry position.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Lecture options
      - 1. Engineering department structures
      - 2. Consideration for sizing an engineering team
      - 3. Recruitment and hiring strategies
14. Understanding dysfunctional teams (continued)
- a. Pre-class reading: **5D** – Part 3, pg 71 to 170
  - b. Assignment 12 (Individual): Describe leadership qualities that you value to replicate and others that you would not want to repeat. Give a brief explanation to describe the 'why'.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Lecture options
      - 1. Understanding the value of the manager and the engineer
      - 2. What you learn from the good bosses and the challenged bosses as building your own leadership character
      - 3. Do you know the name of our janitor?
      - 4. Influence and Power
      - 5. Importance of notes, follow up, communication
      - 6. Importance of team diversity
      - 7. Employee empowerment, who owns the work
      - 8. Managing up, down and across
      - 9. Importance of notes, follow up, communication
      - 10. Importance of team diversity



11. Employee empowerment, who owns the work
  - iii. Review of Final Team Report and Presentation
15. Understanding dysfunctional teams (continued) and team performance
- a. Pre-class reading:
    - i. **5D** – Part 4, pg.171 to 184
    - ii. **ULE** – Part II, Relating Chiefly to Engineering Managers, pg. 36
    - iii. **RCA – Actionable feedback: Unlocking the power of learning and performance improvement.**
  - b. Due:
    - i. Assignment 13 (Individual): 2 page re-explaining 'your' personal definitions of 'leadership', 'team' and 'management'.
    - ii. Final Report and Presentation: Submission of proposed team final report based on any topic discussed within this course.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Lecture options
      1. Employee performance planning and review
      2. Preparation for performance planning and reviews
      3. Importance of setting expectations
      4. Additional virtual team best practices and considerations
16. Understanding dysfunctional teams (continued) and advancing as a leader
- a. Pre-class reading:
    - i. **5D** – The Model, pg.185 to 222
    - ii. **RCA – Becoming the Boss**
    - iii. **ULE** – Part III, Professional and Personal Considerations, pg. 43 – 58
    - iv. **ULE** – Conclusion, pg. 59
  - b. Due:
    - i. Assignment 14 (Individual): Reflections: 1 – 2 page review of what you found most valuable from this course.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Lecture options
      1. Engineer to Management
      2. Enhancing leadership skills in a 'safe' environment
    - iii. Final team presentation instructions, maximum 10 min length
17. No Class (Study Days)
18. Final 19:00 – 21:00
- a. Team Presentation: Final presentation

Students are expected to frequently check announcements on the course Blackboard site and their email account for any schedule updates or changes.

### **Assignment Submission**

---

- Some major course assignments and all book reports, when directed by the instructor, will be submitted to the *TurnItIn* system. *TurnItIn* is a plagiarism-detection system that compares student submissions with other submissions, past course submissions, and information available on the Internet. Any submissions reviewed by *TurnItIn* and any that do not follow Academic Integrity standards will be referred to USC Student Affairs.
- To submit an assignment through the Assignment Manager or *TurnItIn* system, click the "Assignments" link on the left-hand side of the course website, find the appropriate assignment on the page, and click "View/Complete" for that assignment. After filling in the appropriate fields and uploading the completed assignment, click the "Submit" link.

- To confirm your assignment was received, go to “Tools” > “My Grades”. All your submissions (and grades) will be recorded here, if you do not see a link to a “score” or a “!” symbol, your submission did not go through. In particular, a “padlock” symbol means your submission has not yet been completed (if you see a “padlock”, you have not yet submitted the assignment). If you have any technical issues with the submission process, email the TA immediately.
- All work submitted by a student and/or group/team must include citations for any element that is not an original creation of the student. This includes all audio/video/photo’s etc.
- If assignments are submitted after the due date and time, they will receive a penalty of 1.0 point for every 24 hours. Submissions over five days past due will receive zero credit.
- All submissions will be in Microsoft PowerPoint (.ppt or .pptx) format unless otherwise advised. If you need to use a Microsoft Excel table or Adobe PDF images, please copy or insert these images into a PowerPoint document.

## Grading

---

Assignments (5 points each)	65
Class Participation	10
Midterm	10
Final Report and Presentation	15
<b>Total</b>	<b>100</b>

Grades will be based on the following:

• A > 95%	• C+ > 77%
• A- > 92%	• C > 73%
• B+ > 88%	• C- > 70%
• B > 84%	• D > 67%
• B- > 80%	

- **Assignments** will be graded based on thought, originality, expression, depth, quality, as well as number and quality of references, and amount of new information (information is not simply repeated from lecture) when applicable. Each assignment is worth 5 points with the top 13 selected (1 lowest score will be discounted). Late submissions will receive 0.1 point deduction for each hour late up to 1.0 point deductions for each 24 hour cycle and will be expected to have all materials and presentations handed in separately. Presentations will be on USB thumb drive or on student personal laptop for display.
  - Team presentations will be graded as a ‘team’. Team leader has ability + or – points based on total team performance. Presentations must address assignment call outs, formatted to compliance of syllabus, meet presentation time requirements, utilize proper citations, etc.
  - Team members will rotate as team leader keeping balance within one presentation.
  - Team leader will have added responsibilities which can result in possible bonus or deduction points only for the team leader. These elements may include the following:
    - Facilitating members action items/assignments
    - Facilitating group/team synergy and participation
    - Assuring that any technology used will function without delay during presentation when utilizing a personal laptop
    - Presenting instructor copy of presentation before start of class
    - Introducing assignment presentation (team/group name and team leader noted on the presentation title slide)
    - Summarizing assignment presentation

- Recapping team assignment processes with appendix PowerPoint slides to include:
  - Documenting processes which team went through to complete assignment
  - Including but not verbally presenting their team Action Item Log (AIL) (starting on assignment 5)
  - Recapping team results using an After Action Review (AAR) format to highlight what went well, what can be improved and leader learning's
- **Attendance** is not part of the course grade. However, participation either in the classroom or on the discussion board is incorporated into the course grade. Participation will likely improve the chances of a student receiving the higher grade if the student is on the bubble between two grades.
- **Late student additions** can be accepted following normal ISE Department protocol. Students which enter our course after the first class will be expected to complete all prior assignments on the assigned deadline to receive full credit.
  - If a student elects to join our class after an assignment deadline has passed, they will still be required to complete prior assignments and agree to
    - Accept an automatic 1 point deduction per assignment
    - Once identified by the instructor, grader, C.P. or T.A. as joining the course by a direct email note to the student, the same late grading protocol as described under "Course Assignment, Report and Presentations", item 9 will be added.
    - This is in exchange for waiving the course late submission policy.
- **Participation** elements in the course may take different forms.
  1. Participation during class. Comments, additions and discussion participation will be considered toward a participation grade. Engagement with questions or comments that enhance our course topics is highly encouraged. Discussion around administrative topics, e.g. assignment questions, are considered basic expectations for students are not considered as participation.
  2. Participation in *Discussion Boards* (see Discussion Boards below for more details) on BlackBoard is another way to participate in class.
  3. Virtual participation by use of remote or embedded audio/video.
  4. Before or after class discussions that exclude administrative elements.
  5. Respect as an audience member toward others. Displays of disrespect can include talking or texting during others presentations which can result in participation deductions.
- **Midterm** will be in class. Exam will recap current readings and lecture topics presented to date to demonstrate student's knowledge and understanding of material and concepts. Time will be set aside during the assigned class session for students taking the exam in person.
- **Final project** is a written report and oral presentation on a topic selected by team and approved by instructor in advance, which will demonstrate the student's knowledge and understanding of the material presented in the course.
  - Report (full PowerPoint presentation, format guidelines will be provided)
  - Presentation (10 minute PowerPoint presentation, given in-class)
- **Bonus or Extra Credit** points may be given for exceptional accomplishments and are purely at the discretion of the instructor. Consideration for points include following all instructions and Attention to Detail (ATD), early submissions, use of creativity/invention, demonstration of enhanced team formation, etc. Additional class extra credit options can be requested after mid-term grades are posted. If approved, it would be made available to all students.

## Discussion Board and Questions

---

- Discussion board threads will be created for multiple lectures/topics and for each assignment in the course.

- Please check the discussion board frequently.
- If you have a question from that lecture or on the assignment from that lecture, post your question to the discussion board within the corresponding thread.
- If you don't receive a response or your question is not sufficiently answered, only then should you email the professor and TA/CP/GRADER. Having questions posted to the discussion board not only reduces the number of duplicate emails we have to answer but also ensures that the information we provide is available to all students.
- Discussions that bring in examples of leadership, team, dysfunction and other elements of our course can be considered as participation. Examples from web sites such as LinkedIn, Fast Company, or others noted within our Blackboard files are suggested as thought starters. When using this option for participation consideration, be sure to cite your work and describe in your own words ties back to our course.
- Participation point consideration for board threads will end prior to the last class session.

## **Student Expectations**

---

- Students are expected to be able to use the following tools in order to upload and download their assignments, obtain pertinent course information, and participate in class discussions.
  - On-campus students: Blackboard, MS PowerPoint with ability to include a voice narration audio track.
- Students are expected to cite all submitted work that is not their own and outside of the materials, readings, textbooks posted with this course. Examples of proper citation format and resources can be found at <http://libguides.usc.edu/citation>
- Students are expected to follow the standards of appropriate online behavior. The protocols defined by the USC Student Conduct Code must be upheld in all aspects of class. Examples of inappropriate online behavior include but are not limited to:
  - Posting inappropriate material
  - SPAM to the class
  - Online flaming
  - Offensive languageFor more information, please visit <https://studentaffairs.usc.edu> In the event of any technical breakdown, students are expected to contact the TA ASAP by email or text message.

## **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 TA/CP) 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.

## **Statement on Academic Conduct and Support Systems**

---

### **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 Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://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>.

### **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.

[engemannshc.usc.edu/counseling](http://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. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and 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. [engemannshc.usc.edu/rsvp](http://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: [sarc.usc.edu](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. [equity.usc.edu](http://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. [studentaffairs.usc.edu/bias-assessment-response-support](http://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 and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*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)