

**MOR 473:
DESIGNING & LEADING TEAMS**

**MOR 473:
DESIGNING & LEADING TEAMS**

PROFESSOR JODY TOLAN

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Date: January 13, 2020

Section: 16683- Tu/Th

Semester: Spring 2020

Class Meets: T/Th 6-7:50 PM

Class Dates: **First Class:** 01/14/20
Last Class: 04/30/20
Class Time: 6:00 – 7:50 PM

Classroom: JFF 240

Final Exam: 5/1 to 5/8/19
(Exact date is subject to USC assignment & verification)

Professor: JODY TOLAN, MBA, EdD
Office: HOH 430

Office Phone: 213.740.4681 (email is best)

Office Hours: Mondays, 4-6 pm or by appointment

- Changes will be posted on Black Board
- Please feel free to email any time with any questions, ideas, comments or needs. Email is the best way to reach me.

Email: tolan@marshall.usc.edu

Course Reader: Yes; Required.

URL: <https://hbsp.harvard.edu/import/686435>

Team Project: Yes; Required

Professor URL:
<https://www.marshall.usc.edu/personnel/johanna-tolan>

1.0 COURSE DESCRIPTION & SUBJECT MATTER

“Great teams have more than great people and great moments. They have a soul.”

1.1 Course Description

Welcome to MOR 473! This is an elective course that addresses and analyzes **high-performance teams**. More specifically, MOR 473 is about how to form, lead and function in high-performance teams and how and when to use teams to improve organizational performance and effectiveness.

Teams, teamwork and collaboration are essential to any modern organization. A surgical unit is a team. A symphony, rock band, ballet troupe and acting ensemble are teams.

In this course, we address how teams behave, when to use a team, how to compose a team, what factors should be considered and drive team composition and membership, as well as how teams perform and how to measure team performance. In MOR 473 we learn the dynamics and differences between self-directed teams, committees, project teams, work groups, and task force teams, the issue of team leadership and integrative leadership skills, how teams produce results, 360 feedback loops and methods, and team communications.

Since we live in and constantly move toward more interconnected and integrated economies and business, MOR 473 examines the definition and characteristics of multicultural and virtual teams versus traditional teams and how to most appropriately manage teams of highly diversified and geographically dispersed resources. As such, we also discuss the role of technology in high-performance teams, especially in virtual teams.

MOR 473 does not have any prerequisites. However, BUAD 302, 304 and 306 are highly recommended.

MOR 473: LEADING HIGH PERFORMANCE TEAMS

PROFESSOR JODY TOLAN

KEY TOPICS & SUBJECTS

Defining teams and teamwork.

Understanding the types of teams and when to use a team.

Team-based problem solving.

Team composition, personality & behavior.

Team assessment methods.

Team intervention methods & techniques.

Team leadership styles and techniques.

Team membership & selection.

The role of team values, identity, affinity, and interdependence in team performance.

Self-selection in teams.

Morale & attitude in teams.

1.2 Professor Introduction

Hello Everyone and Welcome to MOR 473! Thank you taking my class!

I'm Professor Jody Tolan. I'm originally from Connecticut but have lived and worked in Washington, DC, New York City, and now in the Los Angeles area. I have had an eclectic career in government/politics, consulting (technology, corporate communications, crisis management and political), organizational development, and now education. I have leadership experience in managing a variety of project teams as well as large groups of volunteers. I look forward to sharing my experience to develop your leadership, critical thinking and problem-solving skills in the context of a team environment. However, the skills you develop in this course will serve you in nearly any industry and position you choose. I operate from a strength-based development perspective and look forward to you investing in your strengths to make a difference in your future professional, personal, and academic endeavors. As such, my teaching style aims to create a positive, collaborative and engaging classroom where we can all thrive, learn and grow.

Specific course learning objectives are described in **Section 3.0**. The material in this course originates from and incorporates some of the best academic research and literature available, ELC-simulations, and a specialized project performed by students in MOR 473. Given the dynamic business environment and changing needs of employers and you as future employees/managers, I stay attentive to new information and research to ensure that the course design, pedagogy, materials, and subject matter are all relevant and timely. At times, this may result in a change in the schedule but due notice will be given.

Always feel free to reach out to me on any matters concerning the course, grades, performance, and your career. I enjoy my role as coach as much as my role as educator. For more info about me, please check-out the USC website:

<https://www.marshall.usc.edu/personnel/johanna-tolan>

MOR 473 DESIGNING & LEADING TEAMS KEY QUESTIONS

What is a team?

How do teams differ from task forces?

How do virtual teams differ from multicultural and traditional teams?

How does one best lead and manage virtual and multicultural teams?

What makes a good team great?

What factors are considered in strategy?

How do you motivate a team?

How is team and individual performance assessed?

How is team identity, trust, shared values and accountabilities created?

How are teams led?

What techniques are available for leading teams?

What intervention techniques are available to improve and correct team performance?

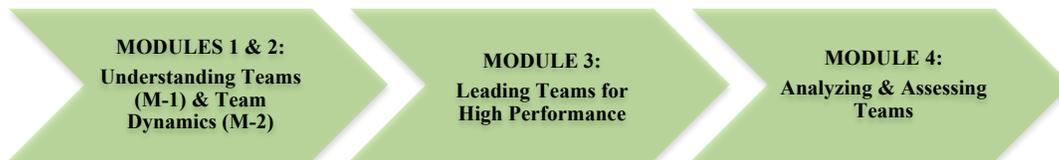
2.0 COURSE DESIGN, CONTENT SUBJECT MATTER

In MOR 473 we learn the need and issues related to how teams go about identifying, prioritizing and solving problems, how individual and collective responsibilities and contributions are measured and how to best intervene when individual or collective performance is suffering. Essential to MOR 473 is our discussions and exploration of leadership and leading teams for high-performance, as well as team leader interpersonal skills, such as communication methods and practices. In addressing team leadership, we also explore the impact and differences of ‘high-performance’ individuals versus non-high performance individuals. As we explore and deepen our understanding of teams, we also examine how teams go about creating the essential qualities of a team: passion, trust, identity, shared values, collaboration, and collective responsibilities.

In MOR 473, we analyze, compare and contrast the composition, behavior, qualities, values and performance of a number of different high-performance teams including: sports teams, military teams, first responder teams, management consulting teams, innovation and R&D teams, NASCAR pit crew teams, and include current events where we can.

MOR 473 is organized into four modules...each module builds on prior work to form an integrated course design, and a progressive exposure and immersion to high performance teams:

MOR 473: COURSE DESIGN



Complementing the academic and lecture concepts of course is a series of team related assignments and activities.

MODULES 1.0 and 2.0: UNDERSTANDING TEAMS (M-1) & TEAM DYNAMICS (M-2)

Module 1 is organized into 3 segments: 1.1- Understanding Teams; 1.2- Defining Teams & Types of Teams; and 1.3- Understanding Teamwork. The word “team” is bandied about in daily conversation. It’s common to hear of a CEO call her or his company a “team” or a supervisor call their employees a “team.” But, what is a team? Often, what is called a team, really isn’t a team. In this module explore the definition of a team and examine the unique qualities and behavioral aspects of teams. Some key topics covered in this Module include:

1. Overview and definition of teams.
2. Defining the high-performance team.
3. What makes teams unique?
4. Contextual issues of teams and when to use teams.
5. Types of teams.
6. Frameworks and models.
7. Team dynamics and behaviors.
8. The role and importance of shared identity, trust, collaboration and values in teams.
9. Ethical values in teams.
10. Individual and collective team behaviors.
11. Self-directed, Task Force, Committees, and Project Teams.
12. Virtual, Executive and Multicultural Teams

MODULE 2.0: LEADING TEAMS

Module 2.0 is organized into 3 segments: 2.1- Leadership Qualities; 2.2- Forming Teams; and 2.3- Leading Teams. Leading and being a member of a team are two important competencies and behaviors that are necessary for success in modern business and organizations. Leading teams requires particular skill sets and, depending on the type of team, unique skill sets. Likewise, how individuals function, as well as how they perform, on teams will have a significant impact on how they are perceived, accepted and assessed. In this module, we examine and discuss leadership of teams, how to lead effectively, and how to function as an effective team member. Included in Module 2 are in-depth discussions of several key topics, including, but not limited to:

1. Environmental factors and influences on team formation.
2. Selecting team members
3. Motivating teams and individual members.
4. Creating shared values, identity, trust and collaboration.
5. Forming and launching the team.
6. The team life cycle.
7. The importance and role of team leadership & leading teams.
8. Optimizing team leader performance and contribution by the team life cycle.
9. Creating high-performance: synergy, collaboration, knowledge sharing.
10. Team decision-making processes and methods.

MODULE 3.0: ANALYZING TEAMS & TEAM PERFORMANCE

Getting individuals and teams to consistently perform at high levels day in and day out is challenging. In this module, we examine a number of factors that influence and shape team performance and then explore methods and techniques of assessing team performance. Particular emphasis is placed on intervention methods to improve team performance. Module 3.0 is organized into 3 segments: 3.1- Analyzing Performance; 3.2- Understanding Motivation; and 3.3- Interventions & Improvement for team Performance. Chief among the topics that we address:

1. Team Assignment: Analyze a high-performance team.
2. Measuring and assessing team performance.
3. Understanding & using effective intervention practices.
4. Providing feedback and 360 loops.
5. Understanding & leading multicultural teams.
6. Understanding & leading virtual teams.
7. Analyzing team dynamics & using metrics.
8. Developing & applying effective communication methods & practices.

At the completion of MOR 473, you should have a thorough understanding of teams, what is a team, how teams behave and are assessed, and how to best perform and lead a team.

3.0 LEARNING COMPONENTS & EXPECTED OUTCOMES

MOR 473 is oriented to contemporary team leadership, team performance and team utilization topics. As collaboration becomes increasingly important, the performance of teams, how to lead teams, when and to best utilize teams, and how to most effectively measure teams become increasingly critical to organizational performance and individual development and career success. In this course, we concentrate on those seminal factors. Ultimately, after completing this course, you should be in a better, more competitive position with respect to understanding teams, how teams perform and, most importantly, how you can best contribute to team performance and lead a team for high-performance.

Teams are, by definition, highly interactive and collaborative. No matter how “good” someone might be at sports, scholarly research, management consulting, or creative arts, effective team participation,

leadership and management skills are *essential*. As this is a class about teams, students are expected to participate in class. MOR 473, uses a number of methods, including learning teams, videos, cases, team projects, individual assignments, formal cases, and a course reader may all be used in various forms to facilitate your development and transfer the appropriate knowledge. My personal objectives for you in this class are:

- **TO:**
 - Help prepare you to leave in a more competitive position with respect to this subject matter, than before you took the class...simple...
- **BY:**
 - Transferring the knowledge and skills necessary for creating & managing teams,
 - Helping prepare you for a career in the C-suite,
 - Helping position you for success as a leader,
 - Ensuring, through formal and informal assessment processes, that you demonstrate the competencies, knowledge and critical thinking skills emphasized and taught in our course, and
 - Contributing to USC Marshall's reputation as one of best B-schools in the nation.

At the completion of MOR 473, you should be positioned to effectively:

1. Demonstrate your understanding of teams and how teams perform.
2. Demonstrate competency and knowledge of how teams are best formed.
3. Identify, adapt and apply academic research on teams to the practical use and leadership of teams.
4. Demonstrate how to assess the operating environment and how the situation influences team membership, dynamics, performance and leadership.
5. Describe how teams go about creating and sustaining identity, trust, shared values and collective responsibilities.
6. Apply and demonstrate your own unique understanding of team leadership and your style as leader.
7. Apply lessons learned from the assignments and ELC to a number of simulations and situations.
8. Demonstrate the effective use of case data to analyze team performance, leadership and behaviors.
9. Demonstrate how to use individual and team performance assessment and effective feedback methods.
10. Apply leadership lessons to class teams and team assignments.
11. Improve your individual performance and contributions to any team of which you are a member.

4.0 COURSE COMPONENTS

4.1 Academic Components

MOR 473 is composed of 6 primary academic components. Each component is designed to provide you with a specific learning experience that supports a particular set of objectives, needs, skills, tools, analytical framework and knowledge essential to your development as a future manager and leader, now and in the future. Specifically:

1. **Classroom Component.** This is a highly interactive class that provides you with a great opportunity to learn, challenge yourself and others and develop your critical thinking, analytical skills, management acumen and communication talents. Come to class ready to work, participate, contribute, compete and have fun. Classes are similar to any business or boardroom, they are direct and facilitative and provide a forum to challenge the professor, your classmates

and most importantly, yourself...**BE ENGAGED.** Lectures are important...most of what you will learn is lecture/discussion based, collaborative, and reading, case or project related. The readings either “set the stage,” reinforce concepts, or provide a different perspective to the lectures. Come to class prepared to contribute, challenge and be challenged and take every advantage to learn, explore and extend your knowledge.

2. **Readings & Cases Component.** The readings for this course have been carefully selected and represent a broad spectrum of ideas, concepts, research, and professional perspective. We will discuss assigned readings and or aspects of the individual projects during designated classes. The readings and discussions provide us the opportunity to learn, practice, hone our perceptions, advance our analytical abilities, and to learn directly and vicariously from others’ situations and each other. It is essential that you procure the proper course reader and do the readings.
3. **Team Project, ELC, Team Participation & Contribution Component.** Teamwork in modern organizations is essential. Learning how to function as an effective team member and leader are prerequisites to management level positions in any firm. Your functioning and contributions to the efforts of your team are essential components of your development as a future leader of organizations. Participation on a team provides you with an opportunity to lead, be an individual contributor, and function as an effective collaborative member. More importantly, learning how to create, manage, and sustain collaborative teams are important management and leadership skills. Your active participation and contribution to your team project is critical to the success of your project, which is a component of your final grade. (See Section 9.0 for more info on the Team Project and ELC components).
4. **Intellectual Component.** This component focuses your cognitive and decision making abilities. The intellectual component includes reading, learning models of behavior, design, and leadership, discussing ideas from the readings and from other sources. As indicated, in this class we will focus on 4 dimensions of learning, knowledge transfer and skill development:
 - a. **Factual Knowledge** is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.
 - b. **Conceptual Knowledge** is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.
 - c. **Procedural Knowledge** refers to information or knowledge that helps students to do something specific to a discipline, subject and area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.
 - d. **Metacognitive Knowledge** is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.
5. **Office Hours & Support Component.** I love teaching and mentoring...nothing is more rewarding than to see my students successful. I’m here to support your efforts, assist you in understanding course content, and facilitate your success in this class.
 - a. My office is located in **Hoffman Hall (HOH) Room 430.**
 - b. I am here to help make you successful and I take that responsibility and commitment seriously:

- i. Please feel free to come forward at any time with any questions, needs, suggestions, or ideas to make your learning experience more meaningful.
 - ii. I'll do my best to be responsive, communicative and facilitative and to help you succeed in this course as well as professionally and personally this term and in the future.
- c. I'm here (on campus) over 40 hours a week. I've published both my office hours and teaching schedule on Bbd for you.
- 6. Mentoring Component.** Reach out to me at any time! Come visit me during office hours or at "Tolan Time". I am also readily accessible via email. Don't be constrained by my office hours. I am happy to meet you at other times that are mutually convenient.

5.0 REQUIRED MATERIALS

MOR 473 uses a **Harvard Course Reader**. I have selected readings and organized the Course Reader to support the concepts and key themes of MOR 473. The **Harvard Course Reader** contains the formal business cases, readings and articles that we will use throughout the semester. The Course Reader is MANDATORY. I usually update the Course Reader each semester for new articles and readings that are more "on point" and or more appropriate for the evolving needs of the course. The Course Reader can be purchased and downloaded by pasting the link below into your browser:

REQUIRED COURSE READER URL:

<https://hbsp.harvard.edu/import/686435>

(Note, if for some reason, you are having problems accessing the HBSB via the provided link, then change browsers or shut-down your current browser and then re-start it and try again using the link above...the link should work).

I will also post an occasional ad-hoc reading on Bbd. The intent of these ad-hoc materials is not to increase course loads, but to embellish and advance the learning process and improve your educational experience at Marshall...therefore...read them!

Non-required resources used or referred to in this course can include, but are not limited to:

- **USC'S 5-Step Critical Thinking Initiative ([helpful for case analysis](http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf))**
<http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf>
- **USC's Statement of Ethics**
https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
- **AICPA Code of Professional Conduct**
<http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf>
- **Institute of Management Consultants**
<http://www.imcusa.org/?page=ETHICSCODE>
- **USC's Final Examination Schedule**
<https://classes.usc.edu/term-20191/finals/>

6.0 COURSE EXPECTATIONS

6.1 Summary of My Expectations

Do the work! Don't fall behind! Please let me be clear, *come to class prepared, stay focused in class, and engage in class discussions*. I expect Marshall students to stay current with business issues by accessing CNBC, Bloomberg and other business news services.

6.2 10- Simple Rules to Help You Succeed in Class! (credit to my colleague, Prof. Mische)

Here are a few tips on how to be successful in this class:

1. **Texting & Emailing.** Please don't text or email in class. It's incredibly distracting to faculty and to others and frankly it's...rude. If you must text, kindly remove yourself from the classroom and do so outside. If I find that the texting or emailing is a distraction to our collective efforts, I will ask you to leave....no negotiation necessary. Stay focused!
2. **Preparation.** Preparation is essential to success. I expect you to be prepared for each class and come prepared to participate, contribute and learn. Furthermore, as Marshall degree candidates you are expected to meet and satisfy all due dates and deadlines. Do the work...take the initiative. Practice the professionalism that will be expected of you upon graduation.
3. **Participation.** This is a highly interactive course, which is reflective of the realities and the demands of management. Executives must communicate with their organizations, customers and clients. Given the nature of the course and my teaching style, it will be relatively easy to participate.
 - The better prepared you are and the more you participate, the more that I can teach! You are encouraged to explore various ways to express yourself, engage in discussions, and present and argue your ideas. Participate, debate, contribute, learn and be engaged...your grade is partially based on it! Inevitably, some students will not agree with you, and you may be asked to defend your argument. That's great! This is the place to learn and take some chances, However, let's all try to endeavor to direct criticism and comments to the substance of the topic and argument, and not at individuals. Remember the Golden Rule.
 - The quality of your learning experience during our class discussions will be directly determined by three factors: (1) your degree of preparation, active listening, and participation, (2) your classmates' preparation, listening, and participation, and (3) my teaching effectiveness. Let's do our best to ensure that effective learning has been achieved and that the relevant knowledge has been transferred and applied.
 - If, for some reason you are not inclined to engage in class discussions, then write your thoughts and contributions in the form of a memo to me. Your memo doesn't have to a novel or dissertation...just short, to the point and expressive of your participation and learning. Although I strongly encourage you to take advantage of our living laboratory to develop your interpersonal and communication skills in a safe environment.
 - Each of us is different in how we express our participation, so a wide range of participation activities is acceptable, but performance must be demonstrated individually, within the teams, and in the class. Each person will be subjectively evaluated by the team and by me as to his or her preparation for the sessions in addition to his or her contribution to the team performance. *This is world-class, elite university, so use and seek every opportunity to get better here, at Marshall, so you can perform better in the C-suite later!*

4. **Professionalism.** Being a professional is a lifelong commitment to excellence. Be on time. Be respectful and supportive one another. Do your work, be prepared. Lean in and put your strengths to work. Take pride in your work. Come to class ready to learn, contribute and have some fun. Make every second count for something meaningful. Get involved, debate, challenge, argue, take sides, be passionate and be resolute and always *ENGAGE*...but remember that each of us is part of USC and therefore members of the Trojan Family and Trojans are *winners!!!*
5. **Focus.** During class time and during your team meetings and research, it is critical to be focused on the task, topic, case, etc., that is assigned. This would include not reading the DT, engaging in side conversations, working on another class, checking your texts, etc. Focusing requires energy, concentration, and your intention to carry your share of the responsibility to make your team and the class effective for everyone. *Stay in the moment!*
6. **Punctual.** Everyone at some time might be a little late or miss a class. As Marshall degree candidates, USC expects you to be responsible and let faculty know in advance when you will miss a class wherever possible, or to follow-up when it is not possible. As class sessions are important, excessive absences (more than three) could adversely affect your final grade in the course. *You worked hard to get to USC...come to class on time and ready to work!*
7. **Attendance.** Be engaged in the class. Class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three (3) absences**, no hassle (give notice – see #6 above), no penalty. All further absences over this limit will reduce the student's course contribution grade and final course grade, no excuses of any kind accepted after the fact. **Students with an excessive number of absences are at risk of failing the course.** Only official university engagements, such as officially scheduled USC Marshall sponsored case competitions and sports team obligations, will be accepted as exceptions to this policy. Job interviews, etc., are not excused, so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. *You cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.*
8. **Relax.** You've worked hard to get here, so enjoy the learning experience that is unique to Marshall and USC. Put effort into your learning, take the class seriously, and do the work. If you achieve those objectives, then you should do well in the class. More importantly, the material that you learn in this class is valuable to your career and professional development.
9. **I'm Here for You!** I want you to know that I take your commitment to USC, your degree and your professional and personal development very seriously. *I want you to succeed!* I want you to excel and just absolutely master the class and the material. The results of my work are measured in years after you take this class. Please know that I am available to help you in any way that I can. *My door is always open.* This is my opportunity to put my strengths to work for you.
 - If you need career advice, leadership advice, or want to discuss the choices that lie ahead...*come see me!*
 - If need a recommendation and have done the work in the class...*come see me!*
 - If you are having problems with the material or grades...*come see me!*

➤ If you are having issues with me, or my teaching style... *come see me!*

10. **Dept. Chair.** If I am not available or around, or if you feel a compelling need to confidentially discuss matters related to the course, your individual learning experience, or my teaching, then please feel free to contact Professor Peer Fiss, Chair of the MOR Dept. We are here to help you succeed!

7.0 COURSE NOTES & POSTINGS

My teaching style is dialogic and interactive* and therefore, class sessions are *critical*. Announcements, key dates, shared information, general feedback, commentary, class presentations, notes, articles, supplemental course documents are posted on Blackboard (BB).

*See <https://www.educ.cam.ac.uk/research/projects/dialogic/whatis.html>

- **It is your responsibility and SOLELY & SINGULARLY your responsibility to frequently check Blackboard (Bbd) for announcements, updates and materials and to also check your email for communications from me and to verify the date, time and location of the final exam.**
- If you miss class sessions/lectures, then I recommend that you try to arrange to get the appropriate notes from a fellow classmate. Class PPTs will be posted on Bbd. If you have any questions, please come to office hours. It is not effective to address your absence and subsequent questions via email.

8.0 GRADING COMPOSITION, CRITERIA & PERFORMANCE ASSESSMENT

8.1 Grading Composition

This course will have three exams: **(1) Quarter Exam; (2) Midterm Exam; and (3) Final Exam.** All three exams are required of each enrolled student. Failure to take an exam will result in a failing grade for the exam. Make-up exams can be scheduled for the Quarter Exam and Midterm with advanced notice. Failure to take the final exam may result in a failing grade, an “incomplete” or “missing grade” and will require approvals and rescheduling. Please be assured that I take grading very seriously and will work hard to grade you as thoroughly, fairly and as accurately as I possibly can.

Your work and grade are reflective of many factors. For this course, your grade will be based on a combination of **four** grading events:

- (1) Quarter Exam,
- (2) Midterm Exam,
- (3) Final Exam, and
- (4) Project or Exercises (presentation(s)).

The Course Calendar in Section 12.0 (and also posted on BB under “Syllabus”) provides the dates for the exams and exercises. Your final grade will be reflective of your individual and team performance in the grading events **and** your quantitative performance ranking based on total grade points earned/scored in those assessment events as compared to the other students. Thus, your final grade is a reflection of your work and where you work ranks in comparison to other students, and the grade splits (A to A- to B+ to B, etc.) from highest to lowest established for your class. Grading for exams and papers is done by USC Student ID only.

Your final grade is not based on a USC mandated GPA curve or target, but on your individual performance, the performance of the class as a whole, and your relative performance as compared to the other students. Historically, the average grade for this class is about a “B+” (3.2 to 3.4), however, there is no guarantee that this class and semester will perform at, below or above that historical average.

Student performance assessment criteria and the grading composition for this class is as follows:

| MOR 473 - GRADING CRITERIA & COMPOSITION | |
|-----------------------------------------------------|---------------------------------------|
| <u>Grade Event</u> | <u>Weighting / Composition</u> |
| 1). Quarter Exam | 15% (Individual based grade) |
| 2). Mid-Term Exam | 20% (Individual based grade) |
| 3). Final Exam | 30% (Individual based grade) |
| 4). Participation | 15% (Individual grade) |
| 5). Team Project | 20% (Team based grade) |
| Total: | <u>100%</u> |

(Please note that I reserve the right to change the grading criteria, composition and/or weightings based on class performance *and* subject to our collective agreement and majority of class vote.)

As this is USC Marshall, grading will be competitive and rigorous. Not everyone will get an “A” and effort, although appreciated and encouraged, may not always be indicative of your final grade and or your effort. Do your best! Work hard and fairly for the best grade that you can possibly earn. Don’t worry about the other students...concentrate on your own learning and contributions to the class.

Section 9.0 provides additional information about the various grading events, exercises and assignments associated with this class. See also, <https://classes.usc.edu/term-20201/finals/> for the published schedule for final exams.

8.2 General Grading Standards & Criteria

Do the work! You are here to learn and gain the necessary knowledge and skills to be successful in business...do the work to get better! Marshall degree candidates are expected to perform at the highest levels. I take grading and your grade seriously! Your work will be evaluated based on the objectives of MOR 473 and the criteria described herein. As a general guideline, when assessing and grading your work and contributions, I use a number of criteria and dimensions. As a general guideline, below please some examples including, but not limited to:

1. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?
2. **Perspective** – Did you establish a context & did you provide perspective for your finding, thought or conclusion...does that context reflect contemplative thinking and does it ‘paint a picture’ (going above & beyond the obvious correct answer)?
3. **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
4. **Relevance** -- Does your work or comment bear on the subject at hand? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
5. **Associative Thinking/Linkage** – To what extent are your work and comments logical antecedents or consequences of a particular argument traced out? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the “*Medici Effect*” in your thinking.

6. **Responsiveness** – To what extent does your work or comment react in an important way to what someone else has said, the issue or problem at hand, or scope and objectives of the assignment or project?
7. **Analysis** – Have you employed the proper set of frameworks and analytical methods?
8. **Evidence** - Have you effectively used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
9. **Importance** - Does your work or comment contribute further to our understanding of the issues at hand? Is a connection made with other cases we have analyzed?
10. **Hypothesis Driven Problem Solving & Critical Thinking** – As a management consultant, I stress hypothesis driven problem solving using abductive, deductive and inductive problem solving methods, as well as critical thinking. For example, “Are you thinking critically?” “Are you interrogating issues and facts?” “Does your thinking reflect the attributes of USC’s 5-step USC-CT?” “Have you applied and demonstrated USC-CT in your analysis and formulations?” (See posting on BB).
11. **Engaged** – Did you come to class ON TIME and did you CONTRIBUTE?
12. **Compliance** – Is your work responsive and compliant to the requirements and scope and objectives of the assignment?

I will do my best to make my expectations for the various assignments as clear as possible and to evaluate them as fairly and objectively as they can. Also, I usually publish grading criteria and expectations for exams, presentations and reports ahead of time to help you better prepare (see Section 8.4.3 below).

I find the following web-based interactive tool on Intellectual Standards is a valuable tool for students to further develop their ability to deliver high quality assignments.

The Foundation for Critical Thinking: <https://www.criticalthinking.org/ctmodel/logic-model1.htm>

8.3 Team/Peer Evaluations

Each of you will have the opportunity to complete a peer evaluation of the members of your team with respect to the team final project. A copy of the peer evaluation form will be posted on Bbd. We will also have other opportunities to practice and provide effective feedback before the end of the project. Please note:

- If you are experiencing any group-related problem (e.g. conflict, social loafing, free-rider, known-it-all, confrontational or demeaning behavior, etc.), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.
- If you experiencing any academic problems or personal issues (e.g. illness, injury, hardships, conflicts, etc.) that might influence your academic performance, please let me know immediately. Do not wait until the end of the semester. If it’s too late, there is not much I can do.

8.4 Examination Design, Procedures & Exam Preparation

8.4.1 Design. I view exams as positive experiences for both the student and professor. My exams are designed to allow you to express and demonstrate your mastery of the subject material. As with all of my exams, each exam is crafted by me, is intended to be pragmatic, and is designed to test the most

important subject concepts and topics. The exams are intended to allow to showcase your knowledge, and provide you with the opportunity to demonstrate how you use, adapt, and apply important course concepts and topics to a series of questions, situations, and management decisions and choices. Generally, my exams are organized into three, (sometimes four sections) and are multiple choice:

- (1) **Course Concepts & Theory** (standard component),
- (2) **Cases & Readings** (standard component),
- (3) **Applied Reasoning & Critical Thinking** (standard component),

8.4.2 Procedures. Unless otherwise stated, all exams are closed book, no notes, laptops, or other devices allowed unless cleared by USC or me. I grade your exams and will report scores along with the class average on Bbd.

I work very hard to give you the best and fairest grade that I possibly can throughout the semester along with formative feedback to help you improve. However, I am not perfect. If you feel that an error has occurred in the grading of any assignment, including your final grade for the course, *please* let me know within ten (10) days of the date the assignment or grade is returned to you. All you have to do is write a memo (email) to me and request an explanation and re-evaluation of the assignment or final grade. If possible, attach the original assignment as graded to the memo and explain fully and carefully why you think the assignment should be re-graded. I will do my best to reevaluate your work and grade but do understand that a reevaluation might result in a lower score as much as a higher score or no change at all.

8.4.3 Exam Preparation. Make no mistake...I want you to do great in this class! The best strategy for doing well in this class, or any other, is to *prepare*. For this class, I will help you prepare as follows:

- **Study Guides (SG).** I will publish a study guide ahead of the midterm and final exams. The SG is intended to help you focus on the key concepts, cases and material that will subject of the examination. The SG is thorough and descriptive...what's in the SG is most likely on the exam...simple.
- **In-class Review.** Usually, the class immediately preceding the scheduled midterm or final examination is dedicated to reviewing for the scheduled exam.
- **Extra Office Hours.** For final exams, I usually schedule extra office hours to address students' questions and concerns with regard to the content and format of the exam. These are similar to a review session and all are welcome. If needed, we can get a larger space than my office. Times, date and location are to-be-determined and will be posted on Bbd.
- **Preparation Hints.** The best way to prepare for the exam is to relax and reflect on the class sessions and cases and:
 1. Follow the study guide!! No excuses.
 2. Read your cases AND readings...just read them and remember 3-5 important things about the case or article.
 3. Review your class notes...they are essential...much of the exam questions will be derived from class session material.
 4. Relate a case or article to a key course concept or lecture.
 5. Know your basic frameworks, models, terms and vocabulary.
 6. Think the questions through...they are asking you to apply your knowledge and analytical skills to a specific case, conditions or facts and/or to several cases on a comparative basis.

7. Think of the exam as a “conversation with the professor”...it’s a dialogue between you and me and, if it’s a final, it’s the last chance that I have to teach and coach you.
8. If you get “stuck” make a check mark and keep going...come back the question later.
9. Feel free to ask me a question during the exam. I won’t tell you the answer but I can help clarify what is written.
10. In general, if you are guessing, your first guess has a higher percentage of being correct, so unless you are sure, stick with your first guess or “gut” instinct and don’t over think or over analyze the questions or answers.
11. RELAX...it’s what you learned that counts, not the grade...great grades follow great learning!

8.5 Final Examination Date, Location & Time: A Summation of Your Learning Experience

There will be a final exam for this class. The final examination for this course will be conducted on the date, at the time and in the location, as scheduled, by USC, or me. Specifically:

- **FALL & SPRING SEMESTERS**, USC’s published date for final exams is the official date for your final exam and supersedes any other dates. For Fall and Spring semesters, I do not control the schedule for final exams.
- PLEASE VERIFY THE EXACT TIME, DATE & LOCATION OF THE FINAL EXAM!

As per USC rules, no exceptions shall be granted unless previously approved, in writing, by the appropriate USC academic unit. You are completely responsible for attending the final examination on the date published by USC...please do not ask me for any special consideration unless you specifically satisfy the conditions described below for: scheduling conflicts, religious observance conflicts and documented emergencies. The following is USC’s stated policy for final examinations.

“All undergraduate and graduate courses scheduled in the standard sessions of the fall and spring semesters have a published final examination schedule. In accordance with the policies of the United States Department of Education, the last scheduled day of class is required instructional time. Either a final examination or other final summative experience must take place during the published final examination period.” Final examinations or other final summative experiences may not be scheduled during the Study Days period. No deviations from the published examination period are permitted for courses scheduled in a standard session during the fall and spring semesters, unless faculty have authorization in advance from the Committee on Academic Policies and Procedures (CAPP). CAPP will not consider any faculty request for rescheduling a final examination without unanimous written consent of all students in the class. Contact the Registrar’s Office (213-740-4623 or registrar@usc.edu) for the request form and procedures.

THE FINAL EXAM FOR THIS CLASS IS SCHEDULED AS FOLLOWS:

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MOR 473 FINAL EXAM DATES PLEASE VERIFY DATES & WATCH FOR THE OFFICIAL POSTING ON Bbd <i>See USC’s URL for Final Exam Info: https://classes.usc.edu/term-20201/finals/</i></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

8.6 Student Scheduling Conflicts

No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so.

Students should plan in advance to avoid scheduling conflicts in their final examinations. If a student is scheduled for two final examinations at the same time, the student should request to take one of the

examinations on a different day or time. If a student is scheduled for more than two final examinations in one day, the student may request to take one of the exams on a different day or time. In either situation, the student must contact the professors involved no later than two weeks prior to the scheduled examination date and request an accommodation. If an accommodation cannot be arranged, the student should contact the USC Testing Services (213-740-7166 or testing@usc.edu) for assistance.

Faculty are reminded that grades are due 96 hours after the University-scheduled final examination day and time. Therefore, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.

8.7 Religious Observance Conflicts

When a final examination is scheduled at a time that conflicts with a student's observance of a holy day, faculty members should accommodate a request for an alternate examination date and time. A student must discuss a final examination conflict with the professor no later than two weeks prior to the scheduled examination date to arrange an acceptable alternate examination date and time. The student and/or professor may reach out to the Office of Religious Life (213-740-6110 or vasoni@usc.edu, Dean of Religious Life) for guidance.

8.8 Documented Emergency

In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the professor about receiving a grade of Incomplete (IN) for the semester. Faculty and students alike should refer to the rules regarding the mark of Incomplete at the time of the request. The **Registrar's recommended definition of emergency**: "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience." Based on this definition, a student may not request an "IN" before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date.

The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.

9.0 TEAM PROJECT & ELC-SIMULATION PARTICIPATION

Course concepts, theories and frameworks are essential foundations for knowledge. In this course, we reinforce those concepts and provide practical perspective on how and when to best apply concepts and frameworks through the use of "team exercises," "team simulations," "ELC simulations," and "actual team-based learning projects."

9.1 Exercises and Simulations

This course has a number of specialized and graded exercises that focus on certain topics that are important and common to management consultants. There are several types of exercises: (1) ELC-based, (2) research and presentation-based, (3) scenario-based, and (4) reflection-based (i.e. journals). Generally, the exercises are team-based; however, individual exercises may be included in the class based on need. For each class and each semester there are 5 to 8 individual exercises, plus several ELC exercises (depending on semesters and ELC availability). Typical exercises/scenarios address a wide range of subjects including: team building, evaluating team performance, team socialization, providing individual and team feedback, understanding team chemistry, understanding individual vs. collective performance, negotiating team member commitment and performance, as well as other team-based behaviors. Exercises, in-class simulations and ELC activities are counted in your participation score which represents 15% of your final grade.

9.2 Team Project

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 a purposeful and meaningful way. Deliverables include a brief project proposal, an evaluative write-up (paper/report), and a team presentation of the project. Feedback and peer evaluation will be used to assess individual contributions to the team assignments. Ultimately, the project must present significant learning value with appropriate academic content and merit.

The purpose is to practice what you have learned about teaming and team behavior by engaging with an external group where the teams provide some desired service to the groups, agencies, or individuals. You are expected to go out and put your skills to work to help a group or agency achieve their goals as you are further developing your own skills and abilities to effect positive change.

There are four objectives of this project assignment:

- To conduct an active-learning 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 the various stages of teamwork 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.

Each team will select a community client to work with and work collaboratively to plan and deliver a significant project/experience/service to that constituent or constituent group that satisfies the client needs/objectives. The team will plan, manage, execute and reflect together on the experience and present the project experience 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. Include a description of the impact of the project on the client organization or individuals.
- An analysis of the impact of the experience on the team and learning gained from the experience as a team.

Additional information on the team project will be posted on Blackboard.

9.3 ELC Simulation

One of the major activities associated with the learning objectives in MOR 473 is understanding the complexities of leading and managing teams in relation to the interpersonal skills necessary. To help support these objectives we conduct several ELC sessions (depending on ELC availability). The sessions are held in either the JKP or JFF ELC facilities.

The ELC exercise and assignment are designed to link course concepts to a contemporary team performance and issues. It is highly integrative and provides you with significant opportunities to apply course concepts and those concepts from other classes to a complex simulation, while enabling the structure necessary for effective learning through the application of MOR 473 course material and concepts. As ELC sessions are important...do the pre-session reading and please do not miss them...there is no way to make-up for a missed ELC session.

10.0 ASSIGNMENT SUBMISSION & MAKE-UP EXAMS POLICIES

10.1 General

The assignments for this class may involve a combination of readings, cases, videos, ELC exercises, simulations and a team project.

- **For readings and cases:** please see **Section 12.0, “Course Calendar”** for a description of class session topics, reading assignments and other information (Excel spreadsheet).
- **Team Performance:** I will ask you to organize yourselves into teams of 5- 6 students. This will be your “learning team” for the entire semester, so select wisely and carefully. The team performance component is **20%** of your final grade and will include peer reviews. You may regard your team performance and each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. The components of your grade include the team paper, team presentation, and peer evaluations.

10.2 Assignment Submission Policy

Be professional. Assignments must be turned in on the due date/time. Specifically:

- All formal assignments are due as specified and must be submitted as requested on Bbd or in hard copy.
- Please inform me within the first two weeks of the semester of any DSP accommodations for assignments and/or exams. We will need to plan ahead if any technology needs, additional time and/or room is needed.
- For all assignments please make sure that you specify your course number (MOR 473)...that’s really helpful to me as I teach several courses and sections!
- Any assignment turned in late *may* be subject to an automatic grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). There are few excuses for late work but I understand life happens. Just keep me informed.
- If you are unable to attend class on that day, make arrangements for your assignment to be delivered to the classroom or to my mailbox in the MOR Dept. at **430 Hoffman Hall** at least 30 minutes before the start of class. This is especially true if it is part of a team activity. Late or not, you must complete all required assignments or your grade will suffer.
- When submitting any work...including case write-ups, presentations, reports, exams, quizzes, etc. please make sure to provide your full name and course number (MOR 473) on the paper, exam, exercise, assignment, etc. This really helps with the “record keeping!”

10.3 Exam Make-up Policy

Since the quarter and midterm exams are given during class time, there is no excuse to miss these exams. However, if an emergency happens email me as soon as possible to avoid a “no show” and zero on the exam. We will work out an alternative as needed. Please no exceptions unless previously approved by me or USC. Final exams are given as scheduled by the University during the “Final Exam Period”. The University’s Student Scheduling Conflicts policy is:

Students should plan in advance to avoid scheduling conflicts in their final examinations. If a student is scheduled for two final examinations at the same time, the student should request to take one of the examinations on a different day or time. If a student is scheduled for more than

two final examinations in one day, the student may request to take one of the exams on a different day or time. In either situation the student must contact the professors involved no later than two weeks prior to the scheduled examination date and request an accommodation. If an accommodation cannot be arranged, the student should contact USC Testing Services at testing@usc.edu or (213) 740-7166 for assistance.

11.0 RESOURCES, SUPPORT SYSTEMS & ADDITIONAL INFORMATION

11.1 Retention of Graded Coursework

Final exams and all other graded work, which affected 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 I returned a graded paper to you, it is your responsibility to retain it...no exceptions).

11.2 Technology Policy and In-class Use of Laptops and Other Devices

Laptops, cell phones, and iPads are **not** to be used during lectures for personal communications...use your technology for learning and note-taking.

11.3 Internet, Cell Phones, Tablets, Etc.

Internet usage is not permitted during academic or professional sessions unless otherwise stated. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time.

- If you are texting I will politely ask you to stop; thereafter I will ask you to leave.
- During all quizzes, tests, and examinations, you must place your devices away and out of sight and in the 'off' mode. During the exam, any use of cell phones or other device without my express consent is subject to dismissal from the exam and possible failure in the course.
- Audiotaping my lectures is not permitted unless prior approved by me. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.
- No student may record, tape, transmit, or video any lecture, class discussion, or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding.
- I reserve all rights, including copyright, to my course syllabi, lectures, Power Points, exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

11.4 Statement for 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). 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. Please be sure the letter is delivered to me as early in the semester as possible. 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.

11.5 Safety-USC Department of Public Safety

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

11.6 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.

11.7 Statement on Academic Conduct and Support Systems

USC seeks to maintain an optimal learning environment and the highest academic standards. ***I will not tolerate cheating of any kind.*** Any cheating will result in the automatic dismissal from my class and a referral to USC’s the Office of Student Judicial Affairs and Community Standards for immediate consideration. Any allegation of cheating will be referred to the USC’s the Office of Student Judicial Affairs and Community Standards.

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 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 of that document.

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. 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/>.

11.8 Plagiarism

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” <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>.

- 11.9 Student Counseling Services (SCS) (213)740-7711 – 24/7 on call; (213)740-9355 Main number (213-740-WELL)**
University of Southern California (USC) is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Mental Health Services at (213) 740-9355 and/or <https://studenthealth.usc.edu/counseling/>. Your mental health is as important as your physical health. You would go to a doctor if you had a headache, you should view your mental health with the same approach. 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/>
- 11.10 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>
- 11.11 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/>.
- 11.12 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/>.
- 11.13 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/>; titleix.usc.edu. Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.
- 11.14 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/>
- 11.15 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/>
- 11.16 Diversity at USC**
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

11.17 Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with class should let me know in writing (by e-mail for example) as soon as possible so we can make accommodations for any missed work or participation. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you before the holiday, I will assume that you plan to attend all class meetings. My understanding of key holidays this semester (however, I may have missed a few):

| | | |
|-----------|------------------------|------------------------------|
| Jewish | Tu Bishvat/Tu B'Shevat | Monday, February 10, 2020 |
| | Purim | Tuesday, March 10, 2020 |
| | Passover | Thursday, April 9-16, 2020 |
| | Yom HaShoah | Tuesday, April 21, 2020 |
| Christian | Ash Wednesday | Wednesday, February 26, 2020 |
| | Palm Sunday | Sunday, April 5, 2020 |
| | Good Friday | Friday, April 10, 2020 |
| | Easter | Sunday, April 12, 2020 |
| Hindu | Maha Shivaratri | Friday February 21, 2020 |
| Muslim | Isra and Mi'raj | Sunday March 22, 2020 |
| | Ramadan Starts | Friday, April 24, 2020 |

11.18 Disruptive Classroom Behavior

I will not tolerate disruptive or abusive behavior in my classroom. Fortunately, I have never had any instance of disruptive or abusive behavior. Disruptive classroom behavior can take many forms. It can involve a student talking constantly while the professor is delivering a lecture or a student who loudly and regularly interrupts the flow of class with questions or interjections. Such behavior is unacceptable to the University and will not be tolerated because it interferes with the learning process for other students and hinders the professor's ability to teach effectively. Further information can be found at http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html

12.0 COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

See next pages for weekly course sessions calendar and assignments. Note, the Course Calendar with assignments is also posted on Bbd under "Syllabus."

NOTE!!!

Please note that the Course Syllabus, Course Calendar, Subjects, Content, Exams, Grading Criteria, and Weekly Assignments are dynamic documents and therefore, are, from time to time, subject to minor updates, adjustments and changes.

I will make announcements in class regarding changes and updates to the syllabus, calendar, assignments, exams, grading, etc., but it is also your responsibility to regularly check Blackboard (Bbd) for the formal notifications of updates, instructions, changes, modifications, announcements and other important information.

MOR 473-83-TTH- Spr. 2020-Prof. Jody Tolan: WEEKLY READINGS & ASSIGNMENTS

Subject to change as needs demand but you will be given fair notice. Any additional readings will be posted on Blackboard.

| Date | Session | Day | TOPIC | Product # | Source | Status |
|------|---------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------|--------|
| 1/14 | 1 | T | INTRODUCTION TO MOR 473: COURSE DESIGN, OBJECTIVES & EXPECTATIONS | | | |
| | | | <i>Course Objectives & Expectations</i> | | | |
| | | | <i>Exercises, Assignments, Projects</i> | | | |
| | | | <i>Schedule & Key Dates</i> | | | |
| | | | <i>Building Our Learning Community</i> | | | |
| | | | Course Reader URL: https://hbsp.harvard.edu/import/597858 | | | |
| | | | <i>Note: Purchase & download your course reader from HBSP by pasting URL into your browser: https://hbsp.harvard.edu/import/686435</i> | | | |
| 1/16 | 2 | Th | ORGANIZING FOR TEAMS | | | |
| | | | <i>Starting with Self: Understanding Your Strengths & Preferences</i> | | | |
| | | | <i>Self-Assessments: MBTI, Big 5, Acquired Needs, StrengthsFinder, VIA Character Strengths</i> | | | |
| | | | <i>In Class Assignment: Your Team Member Profile</i> | | | |
| 1/21 | 3 | T | MODULE 1.0 UNDERSTANDING TEAMS & TEAM DYNAMICS | | | |
| | | | 1.1 Understanding Teams | | | |
| | | | <i>Reading: Team Concepts- Understand These First (HBSP-VariouS)</i> | 6945BC | Course Reader | |
| | | | <i>Reading: The Discipline of Teams (Katzenbach)</i> | R0507P | Course Reader | |
| 1/23 | 4 | Th | 1.1 Understanding Teams - Cont'd | | | |
| | | | <i>Reading: Secrets of Great Teamwork (Haas & Mortensen)</i> | R1606E | Course Reader | |
| | | | <i>Reading: Teaming at Disney Animation</i> | 615023 | Course Reader | |
| 1/28 | 5 | T | 1.1 Understanding Teams - Cont'd | | | |
| | | | <i>Reading: Six Common Misconceptions of Teamwork (Hackman)</i> | H007BJ | Course Reader | |
| | | | <i>Reading: Why Teams Don't Work (Hackman & Coutu)</i> | R0905H | Course Reader | |
| 1/30 | 6 | Th | 1.2. Defining Teams & Types of Teams | | | |
| | | | <i>Introduction to Team Types: Teams, Committees, Task Forces</i> | | | |
| | | | <i>Reading: Teamwork on the Fly</i> | R1204D | Course Reader | |
| | | | <i>Reading: Ashton Blair</i> | 494015 | Course Reader | |
| | | | <i>Multicultural Teams</i> | | | |
| | | | <i>Reading: Managing Multicultural Teams (Brett, Behfar & Kem)</i> | RO611D | Course Reader | |
| 2/4 | 9 | T | ELC SESSION | | | |
| | | | <i>Pre-Work for ELC >> Will be posted on Blackboard</i> | | | |
| 2/6 | 7 | T | 1.2. Defining Teams & Types of Teams - Cont'd | | | |
| | | | <i>Global Teams</i> | | | |
| | | | <i>Reading: Are Your Global Team Members Miles Apart?</i> | U0702A | Course Reader | |
| | | | <i>Reading: Global Teams That Work</i> | R1510D | Course Reader | |
| | | | <i>Reading: Leading Global Teams: Managing SPLIT to Bridge Social Distance</i> | 416011 | Course Reader | |
| 2/11 | 8 | Th | 1.2. Defining Teams & Types of Teams - Cont'd | | | |
| | | | <i>Virtual Teams</i> | | | |
| | | | <i>Reading: Creating Trust in Virtual Teams (Greenberg, Greenberg& Antonucci)</i> | BH242 | Course Reader | |
| | | | <i>Virtual Teams: A Collaborative Challenge</i> | 7003BC | Course Reader | |
| | | | <i>Self-Directed Teams</i> | | | |
| | | | <i>Reading: R. L. Wolfe: Implementing Self-Directed Teams (Garvin & Collins)</i> | 4063 | Course Reader | |
| | | | <i>Review for Quarter Exam</i> | | | |

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| 2/13 | 10 | Th | Application Exercise: Project Teams | | | |
| | | | Pre-Work >> Will be posted on Blackboard | | | |
| 2/18 | 11 | T | QUARTER EXAM: IN-CLASS - Multiple Choice Exam | | | |
| | | | See Section 8.0 of the Syllabus for grading and grade weighting information | | | |
| 2/20 | 12 | Th | MODULE 2.0 CREATING & UNDERSTANDING TEAMWORK | | | |
| | | | 2.1 Teamwork Dynamics | | | |
| | | | Reading: The New Science of Team Chemistry | R1702B | Course Reader | |
| | | | Reading: Team Chemistry Is The New Holy Grail of Performance Analytics (Schrage) | HOOP2B | Course Reader | |
| | | | Watch YouTube Video: Five Dysfunctions of a Team (36:11) https://www.youtube.com/watch?v=O5EQW026a1Y | | | |
| 2/25 | 14 | Th | ELC SESSION | | | |
| | | | Pre-Work for ELC >> Will be posted on Blackboard | | | |
| 2/27 | 13 | T | MOVIE: Twelve o' Clock High (In-class) | | | |
| | | | Pre-Work for Movie >> Please read These Ahead of Time | | | |
| | | | Reading: Teamwork Turmoil | UV0861 | Course Reader | |
| | | | ELC Debriefing | | | |
| 3/3 | 15 | T | 2.2. Motivation & Recognition | | | |
| | | | Reading: Differing Work Styles Can Help Team Performance | HOIZGO | Course Reader | |
| | | | Reading: Use a Task Map to Help Improve Your Team's Performance | HOOP2B | Course Reader | |
| 3/5 | 16 | Th | Superstars as Team Members | | | |
| | | | Reading: Teamwork Works Best When Top Performers Are Rewarded | HO2Q8E | Course Reader | |
| | | | Reading: Making Star Teams Out of Star Players | R1301E | Course Reader | |
| 3/10 | 17 | T | Mid-Term Review- In Class | | | |
| 3/12 | 18 | Th | MID TERM EXAM: In-Class - Multiple Choice | | | |
| 3/17 | | T | SPRING BREAK- NO CLASS | | | |
| 3/19 | | Th | SPRING BREAK- NO CLASS | | | |
| 3/24 | 19 | T | MODULE 3.0: LEADING HIGH PERFORMANCE TEAMS | | | |
| | | | ELC SESSION | | | |
| | | | Pre-Work for ELC>> Will be posted on Blackboard | | | |
| 3/26 | 20 | Th | 3.1 Leading Teams | | | |
| | | | Reading: Organizational Behavior- Leading Teams | 8306 | Course Reader | |
| | | | Reading: The Thoughtful Leader-Integrative Leadership (Fisher) | ROT272 | Course Reader | |
| 3/31 | 21 | T | Reading: Amy Crew Team (Snook & Polzer) | 403131 | Course Reader | |
| | | | Avoiding A "Me" Versus "We" Dilemma: Using Performance Management to Turn Teams into a Source of Competitive Advantage | BH548 | Course Reader | |
| 4/2 | 22 | Th | Reading: The Overcommitted Organization | RT170SC | Course Reader | |
| | | | Reading: Proof That Women Get Less Credit for Teamwork (Torres) | H02MKC | Course Reader | |
| 4/7 | 23 | T | Reading: Smaller Teams- Better Teamwork: How to Keep Project Teams Small | BH132 | Course Reader | |
| | | | Reading: Mabel's Labels (Konrad & Birbrager) | W15469 | Course Reader | |
| | | | ELC Debriefing | | | |
| 4/9 | 24 | Th | Reading: Blake Sports Apparel & Switch Activewear | 417048 | Course Reader | |

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| 4/14 | 25 | T | ELC SESSION | | | |
| 4/16 | 26 | Th | Reading: Launching & Leading Intense Teams | BH687 | Course Reader | |
| 4/21 | 27 | T | MODULE 4.0: ASSESSING TEAM PERFORMANCE & FEEDBACK | | | |
| | | | Reading: Candor, Criticism, Teamwork (Ferrazzi) | F1201F | Course Reader | |
| | | | ELC Debriefing | | | |
| 4/23 | 28 | Th | TEAM PROJECTS DUE/TEAM PRESENTATIONS | | | |
| 4/28 | 29 | T | Feedback Mechanisms | | | |
| | | | Reading: Making Feedback Helpful (Michaelsen & Schultheiss) | JME | Posted on BB | |
| 4/30 | 30 | Th | Review for Final Exam | | | |
| | | | Final Exam Study Session- Optional | | TBD | |
| 5/7 | 7-9 pm | | FINAL EXAM: As Scheduled By USC - 7-9 pm | | | |
| | | | Mandatory for all students...no exceptions | | | |
| | | | Usually multiple choice w/ 40 to 50 questions | | | |
| | | | See Syllabus Section 8.0 for grade weighting information | | | |
| | | | Note:it is your responsibility to confirm the final exam date! | | | |

The Weekly Schedule is also posted on Blackboard as an Excel document which is easier to read. I encourage you to download the schedule and enter all assignments and due dates in your planner or calendar.