



**CMGT 536:  
Team Communication and Leadership  
(4 units)**

**Spring 2021**

**Wednesday 6:30-9:20p  
Location: ONLINE ZOOM LIVE SESSION**

**Instructor: Professor Andrea Hollingshead  
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**Course Description:**

Much of the world's work gets done in groups in the form of teams, committees, task forces, corporate boards, staffs and crews. Teams can potentially benefit from the different knowledge, skills and perspectives that individual members bring to teams. However, few teams reach their full potential. Working in teams can be difficult, and being a leader of teams brings additional challenges. The focus in this course is on how to identify, assess and understand team and leadership dynamics to enhance team wellbeing and performance. Specific topics include: Team selection, Team Diversity, Mindful leadership, Team conflict and incivility, Group morals and ethics, Group creativity, Gender and leadership, Status and power dynamics, Team Emotional Intelligence, Multicultural teams and many others. Teams and technology is a cross-cutting theme throughout the course.

The course is interactive, experiential and organized around team activities. The course is divided into weekly modules and designed as a "flipped classroom." This means that most content is delivered before class in weekly readings and class preparation. Class sessions focus on activities and discussions that integrate and apply concepts in the readings. Because much of the learning in the course is team-based and experiential, **attendance in our weekly Zoom live session is required.** Unfortunately it is not possible to take this course asynchronously.

By the end of this course, students should feel much more confident about their knowledge and ability to work in and lead teams.

**Course Objectives:**

The specific objectives of the course are to provide students with:

- Positive team and leadership experiences
- Theory and research-based knowledge on how to lead and work well in teams
- Concepts and a language for describing teams and leadership
- Analytical tools and skills to observe, diagnose, and choose appropriate responses to leadership and team-related problems
- An ability to recognize and act on organizational opportunities for leadership
- A safe and supportive class environment for learning and experimentation

## **Class Materials:**

All course materials, which include readings, TED talk videos and other learning materials will be available through course blackboard under “Course Materials” a week before they are due in class. The weekly assignments are described in the course calendar below, and the full citations appear at the end of this syllabus. There are no required texts. Plan on about 4 hours per week for class preparation. (This doesn’t include time spent on midterm and final research projects.)

## **Zoom Class Live Sessions:**

As mentioned earlier, because this class relies on in-class team work, **participation in the live Zoom class sessions is required**. If you are currently in a time zone that makes attendance difficult, please take the course another semester when it is offered on campus.

**I expect everyone to keep their video on during class and especially during breakout rooms and team activities**. Seeing one another keeps the class energy level high, creates accountability and builds a sense of community. If you have a personal circumstance that makes having your video on difficult, no problem, just let me and your team know, and you can keep it off.

Live large class discussions will be recorded and made available to students through Blackboard. Team activities will not be recorded. Course content is intellectual property and our class meetings are confidential. USC policy prohibits sharing of any synchronous and asynchronous course content outside of our class learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). These rules will be strictly enforced, and violations will be met with disciplinary sanction.

Important: All students must enter our Zoom classroom through Course Blackboard. If you find yourself in the waiting room for class, you did not enter class correctly, and need to sign off and try again. See link: <https://keepteaching.usc.edu/students/student-toolkit/classroom/zoom/> for more detailed instructions.

## **Class Assignments:**

***In-Class Team Assignments***. The class will divide into teams in the second week, and will remain in those teams for the semester.

Each week, your team will complete an assignment that will require discussing, evaluating and applying concepts from course readings. These team assignments will be graded. There will be a strict time deadline and a penalty for late assignments. There are 11 team assignments.

Your team will pre-select a different leader to guide the team for each assignment in advance. The leaders’ responsibilities are up to the team, but might include leading the team case discussion, assigning tasks to group members, presenting the team’s analysis, etc.

Only present team members will receive the team grade for the day's in-class assignment. To calculate your individual grade, I will drop your lowest score and add the remaining 10 team scores. An absence will count as the dropped score. One caveat: Leaders cannot drop their team scores. This component is worth 30% of your course grade.

***Individual Midterm Leader Profile Video:*** The midterm assignment is to prepare a profile of a leader who you admire in a 10 min (max) video. The restriction is that everyone must choose a different person. Creativity is highly encouraged. More specific requirements will be provided later in the semester. This component is worth 25% of your course grade.

***Team Final Research Project:*** On the last day of class (Apr 28), your team will make a 30 min presentation (+ a 15 min Q & A session) on a research topic relating to team communication and leadership. Most work on your team project will be done outside of class.

I am open about team project topics, so choose something that interests everyone on your team. Creativity is encouraged! The only requirements are that the topic is relevant to the course (i.e. about teams and/or leadership communication) and that your project involves academic research (minimum 10 academic sources). More details about the team project will be given later in the semester. This component is worth 25% of your course grade.

***Leader Self-Assessment:*** One course goal is to enhance your leader and teamwork skills. To gauge your progress, you will complete a Leadership Self-Assessment at the beginning and again at the end of the semester. This component is worth 10% of your course grade.

***Class Participation and Professionalism:*** I want to cultivate a safe and positive learning environment where everyone treats one another with the highest respect and participates fully in class activities.

Being "present" in the Zoom session is not enough to earn class participation credit, you must **also** contribute to discussions and complete all in-class work products. These will vary depending on the class. Some will be done individually; some as a team. These work products may require participation in polls, surveys, chats, breakout rooms and/or in-class short assignments. In-class work may be assigned at any point during the class. There will be many opportunities to contribute to class discussions by making comments verbally, chat, or in breakout rooms. All of which count toward class participation.

In addition, this grade includes a professionalism component. Professionalism relates to your personal conduct and communications in and outside of Zoom sessions with the class. I expect everyone in CMGT 536 to treat one another with respect and kindness, and to do their part in creating a safe, positive and comfortable space for sharing knowledge and ideas. In Zoom sessions, please conduct yourself in a respectful manner and consider how your actions might come across on video. Points will be deducted for unprofessional or disrespectful behavior. The Class Participation and Professionalism components together are worth 10% of your grade.

**Assignment Submission Policy:**

All assignments are due on the date and time specified and must be submitted via Blackboard. Blackboard will send you a receipt if the assignment has been successfully submitted. Allow enough time to upload assignments by the deadline. Do not email your assignments to me.

**Course Grade Breakdown:**

Assignment	Points	% of Grade
Team Weekly Assignments	30	30
Individual Midterm Leader Profile Video	25	25
Final Team Project	25	25
Pre- & Post- Leader Assessment	10	10
Class Participation and Professionalism	10	10
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

**Course Grading Policy:**

Grades will be assigned as follows:

- A/A- Outstanding, thoughtful and careful work, applies concepts and readings well
- B+/B Above average work, good insight, could benefit from more attention to detail
- B-/C+ Needs improvement on ideas, argument and follow through
- C and below Bare minimum and shows little understanding of the material

Assignment rubrics will be provided on Course Blackboard.

Grades on each component will be converted to a percentage score and will be weighted as described above in determining your course grade. Your percentage score will be translated to a letter grade per the scale shown below:

- A = 100-93
- A- = 92-90
- B+ = 89-87
- B = 86-83
- B- = 82-80
- C+ = 79-77
- C = 76-73
- C- = 72-70
- D+ = 69-67
- D = 66-63
- D- = 62-60
- F = 59-0

**Course Schedule: A Weekly Breakdown**

	Topics/Daily Activities	Class Readings Due (see Reading List for full citation)	Deliverable/Due Dates
Week 1 Jan 20	Course Introduction		
Week 2 Jan 27	Team Selection and Orientation	<p>“How to build a successful team” (Bryant – <u>New York Times</u>)</p> <p>“Five theoretical lenses for conceptualizing meetings in organizational life” (Scott, Allen, Rogelberg, Kello - <u>Cambridge Handbook of Meeting Science</u>)</p> <p>“How to foster psychological safety in a virtual team meeting” (Edmondson &amp; Daley - <u>Harvard Business Review</u>)</p> <p>“Why does Zoom exhaust you? (Morris, <u>Wall Street Journal</u>)</p>	<p><b>Leadership Pre-assessment questionnaire due by noon on Jan 27</b></p> <p>In-Class Team Activity 1</p>
Week 3 Feb 3	Mindful Leadership	<p>“Power of self compassion” (Neff - <u>Harvard Business Review</u>)</p> <p>“Begin with trust” ((Neff - <u>Harvard Business Review</u>)</p> <p>“How mindfulness makes you a better leader?” (Carter &amp; Gimian - mindful.org)</p> <p>“Lincoln and the art of transformational leadership” (Goodwin - <u>Harvard Business Review</u>)</p>	In-Class Team Activity 2

		<p>“Introducing Team Mindfulness...” (Yu &amp; Zellmer-Bruhn, <u>Academy of Management Journal</u>)</p> <p>5 factor Mindfulness Questionnaire</p>	
<p>Week 4 Feb 10</p>	<p>Team Diversity</p>	<p>“Getting serious about diversity” (Ely &amp; Thomas - <u>Harvard Business Review</u>)</p> <p>“What differences make a difference?” (Mannix &amp; Neale - <u>Psychological Science</u>)</p> <p>“How diversity makes us smarter” (Williams - <u>Scientific American</u>)</p> <p>“How to overcome our biases” (Verna Myers, TED talk)</p> <p>“Be a better ally” (Maleku et al, <u>Harvard Business Review</u>)</p>	<p>In-Class Team Activity 3</p>
<p>Week 5 Feb 17</p>	<p>Group Creativity</p>	<p>“Improving the creativity of organizational work groups.” (Thompson, Academy of Management Executive)</p> <p>“Idea generation and the quality of the best idea” (Giotra et al, <u>Management Science</u>)</p> <p>“How to manage for collective creativity” (Hill TED talk)</p>	<p>In-Class Team Activity 4</p> <p><b>Midterm Leadership Profile Topic due by noon, Feb 17</b></p>

		<p>“Confessions of a recovering micromanager”. (Huang TED talk)</p> <p>“Creativity Techniques:” Wikipedia <a href="https://en.wikipedia.org/wiki/Creativity_techniques">https://en.wikipedia.org/wiki/Creativity_techniques</a></p>	
<p>Week 6 Feb 24</p>	<p>Team Conflict</p>	<p>Conflict and its management” (Wall &amp; Callister -- <u>Journal of Management</u>)</p> <p>“On workplace incivility” (Pearson &amp; Porath, <u>Academy of Management Perspectives</u>)</p> <p>“How to preempt conflict” (Toegel &amp; Barsoux, <u>Harvard Business Review</u>)</p> <p>“A user's guide to humor at work” (Bitterly &amp; Brooks, <u>Harvard Business Review</u>)</p> <p>“Three ways to lead tough conversations” -- Cohen TED talk.</p>	<p>In-Class Team Activity 5</p>
<p>Week 7 Mar 3</p>	<p>Transactive Memory and Knowledge Sharing</p>	<p>“Transactive Memory...” (Wegner, <u>Theories of Group Behavior</u>)</p> <p>“Coordinating expertise among emergent groups” (Majchrzak et al, <u>Organization Science</u>)</p> <p>“Knowledge sharing and hiding” (Su, <u>Management Communication Quarterly</u>)</p> <p>“Collaborative Intelligence: Humans &amp; AI” (Wilson &amp;</p>	<p>In-Class Team Activity 6</p>

		Daugherty, <u>Harvard Business Review</u> )	
Week 8 Mar 10	Gender and Leadership	<p>“Leading with their hearts...” (Brescoll, <u>Leadership Quarterly</u>)</p> <p>“Picture a leader: Is she a woman” (Murphy, <u>New York Times</u>)</p> <p>“Americans no longer prefer male bosses...” (Brennan, Gallup.com)</p> <p>“I was a stay at home mom. Now I’m leading a revolution” (Tikhanovskaya, <u>New York Times</u>)</p> <p>“Kim Ng has been ready for years” (Kepner &amp; Wagner, <u>New York Times</u>)</p> <p>“The thin line between black and blue: Black police chief panel” (USC Price Event Video)</p>	In-Class Team Activity 7
Week 9 Mar 17	Leader Profiles Video Presentations	No reading for this week (We will view and discuss the leader profiles during class)	<b>Midterm Leader Profile Video Due by 12-noon on Mar 17.</b>
Week 10 Mar 24	Group Morals and Ethics	<p>“Do animals have morals?” (daWaal, TED talk)</p> <p>“Managing to be ethical...” (Trevino &amp; Brown, <u>Academy of Management Executive</u>)</p> <p>“Cultivating everyday courage” (Detert, <u>Harvard Business Review</u>)</p>	<p>In-Class Team Activity 8</p> <p><b>Team Project Topic due by noon on Mar 24.</b></p>



		<p>“Ethical champions in teams” (Chen et al, <u>Journal of Applied Psychology</u>)</p> <p>“The kernel of human (rodent) kindness” (Garrett, <u>NY Times</u>)</p>	
<p>Week 11 Mar 31</p>	<p>Social Hierarchies and Power</p>	<p>“Understanding social hierarchies” (Olson et al, <u>Social Neuroscience</u>)</p> <p>“When hierarchy wins, evidence from the NBA” (Halevy et al, <u>Social Psychology and Personality Science</u>)</p> <p>“Power struggles in teams” (Greer &amp; Chu, <u>Current Opinion in Psychology</u>)</p> <p>“Leadership is associated with less stress” (Sherman et al, <u>Proceedings of National Academy of Sciences</u>)</p> <p>“Your body language shapes who you are” (Cuddy, TED talk)</p>	<p>In-Class Team Activity 9 Team Project Topic Due</p>
<p>Week 12 Apr 7</p>	<p>NO CLASS University Wellness Day</p>	<p>Take the evening off and do something relaxing and enjoyable!</p>	
<p>Week 13 Apr 14</p>	<p>Emotions in Teams</p>	<p>“Group Affect” (Barsade &amp; Knight, <u>Review of Organizational Psychology</u>)</p> <p>“Team emotional intelligence” (Elfenbein et al., In <u>Linking Emotional Intelligence and Performance at Work</u>)</p>	<p>In-Class Activity 10</p>

		<p>“Emotional intelligence scale”</p> <p>“Communication rules for displaying emotion in organizations” (Kramer &amp; Hess, <u>Management Communication Quarterly</u>)</p> <p>“How to deal with a jerk without being a jerk” (Grant, <u>NY Times</u>)</p>	
<p>Week 14 Apr 21</p>	<p>Multicultural Teams</p>	<p>“Multinational and multicultural teams” (Connaughton &amp; Shuffler, <u>Small Group Research</u>)</p> <p>“Traditional Chinese philosophies and contemporary leadership” (Ma &amp; Tsui, <u>Leadership Quarterly</u>)</p> <p>“The (un)hidden turmoil of language in global collaboration” (Neeley, Hinds &amp; Cramton, <u>Organizational Dynamics</u>)</p> <p>“Situated coworker familiarity” (Cramton &amp; Hinds, <u>Organization Science</u>)</p> <p>How to build trust on your cross-cultural team” (Molinsky &amp; Gundling, <u>Harvard Business Review</u>)</p>	<p>In-Class Team Activity 11</p>
<p>Week 15 Apr 28</p>	<p>Final Presentations Last Day of Class</p>	<p>No Readings This Week</p>	<p><b>Final Presentations Due by noon on April 28</b></p> <p><b>Post-Leadership Assessment Due on May 5</b></p>

## **XII. Policies and Procedures**

### **Blackboard**

I use Blackboard extensively. Check everyday for updates and announcements.

### **Communication**

Use USC email for contacting me, and check your USC email for time-sensitive information every day.

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

#### **Academic Integrity Policy:**

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

#### **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, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

#### **Accommodations:**

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure this letter is delivered to the professor as early in the semester as possible. DSP is open Monday-Friday, 8:30 am -5:00 pm. The office is in the Student Union 301 and their phone number is (213) 740-0776."

#### Emergency Preparedness/Course Continuity in a Crisis

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

using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and Emergency Preparedness**.

### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call* [studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*  
[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*  
[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*  
[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

*Annenberg Student Scholarships and Awards*

<https://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-and-awards>

The Annenberg Student Emergency Fund is distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses.

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.