

USC Price

PPD 680:	Development of Effective Groups and Organizations: Understanding the Strategic Role of Communications
Units:	4 Units - IPPAM
Fall 2021	Fridays – 2 pm to 5:20 pm, starting August 27 Final Exam: Friday, December 10, 2021 from 2-4 pm
Instructors:	<u>Susan Sinclair, MBA, MA</u> Managing Principal Berkshire Hathaway - California/Global Markets International susansin@usc.edu Module I: Managing Communications in Large Organizations and Institutional Settings Office Hours: After class, by appointment <u>Grace Cheng Braun, MSPH</u> President and CEO - WISE & Healthy Aging gchengbraun@wiseandhealthyaging.org Module II: Improving Work Place Effectiveness: The Dynamics of Interpersonal Communication Module III: Leadership Skills: Applying the Lessons from Successes and Failures Office Hours: After class, by appointment
Readings:	Available on Blackboard. Harvard business cases need to be purchased from Harvard Business School Publishing. Links are posted on Blackboard.

I. Course Description

An organization and its leaders can use words to accomplish great things. Words by themselves are bits of information. Words backed by a leader's conviction, character, and personal example have the power *to communicate*: to inform, to exhort, to cheer, to heal, and to inspire. Organizational communications, interpersonal communication and leadership go hand in hand.

Speaking verbally, the most evident form of communication, is the easiest thing that any leader can do. Most people in leadership positions have the ability to speak. However, the ability to speak is not the same as the ability to communicate. Communications is a two way process that involves both speaking and listening, and also checking for understanding. This is a challenge and the ability to communicate is an organizational leader's most effective tool. The capacity to construct a message, address it to another, listen for feedback, process that feedback, and continue to communicate in ways that are understood are one of the most difficult tasks that a leader in an organization must do.

Fortune Magazine states that 50% of the reason that most organizations fail is due to a lack of communications by their leaders. Organizations need to integrate communications into all their actions and into everything that they do. Communications must emerge from who a leader is and from the cultural context in which they operate. Organizations that fail in communications will fail to achieve their organizational objectives.

Organizational communications is about three basic ideas. The first is the development of the organizational and leadership message or what must be said and done. The second is the delivery of the organizational and leadership message which means getting the message across, verbally, mentally, and metaphorically. The third idea is focused on sustaining the organizational and leadership message and keeping the message alive, fresh, and meaningful over the long term.

While each of these three ideas is distinct, they form an ongoing cycle. There are no boundaries where one begins and one ends. Effective organizations and their leaders are always developing, delivering, and sustaining their leadership messages as part of regular, ongoing communications. The secret to good communications is *to do it everyday*. Organizations that communicate regularly and frequently, both in good times and in bad, will improve organizational and individual performance, get results, and create a successful organization. The imperative for good organizational communications will only grow stronger in the future.

I. Course Overview

This course examines communication concepts from both an organizational perspective and an individual perspective, focusing on managerial skills and techniques.

The first half of the course is led by **Susan Sinclair**, Managing Principal of Global Markets International, Inc. / Berkshire Hathaway California. She examines the managerial and strategic role of communications in large organizations, including organizational identity, image and reputation, advertising, and digital impact. This module discusses roles, responsibilities, and requirements of communication functions in large organizations as well as the design and implementation of communication plans. The topics of public relations and public/private sector collaborations are emphasized.

The second half of the course is led by **Grace Cheng Braun**, an accomplished executive who is president and CEO of WISE & Healthy Aging, a community-based, social services agency that serves the elderly and their caregivers in Los Angeles County.

In Module II, Prof. Cheng Braun analyzes the individual as part of a team and organization, and how different interpersonal communication skills enhance one's effectiveness within the workplace when dealing with a diversity of clients. These skills are essential to management success, whether the professional is working on a project, or managing a department within an organization or leading the organization itself. Classroom discussion addresses the concepts of "emotional intelligence" and "cultural intelligence" and their importance in creating meaningful dialogue that seeks mutual understanding, cooperation and collaboration.

In Module III, Prof. Cheng Braun explores the importance of communications and self-assessment as they relate to leadership skills, with review of successes and failures in the workplace. Organizations in all sectors now demand a different type of leader, one with a "higher purpose" in mind.

II. Overall Learning Objectives and Assessment

This course is designed to enhance your management and leadership skills through an understanding of communication principles, strategies and tools. It aims to teach the skills needed to guide communication functions or strategies in large organizations and to improve your individual communication and presentation skills. This will be accomplished by applying these principles and concepts to complex, unstructured situations that you may face as leaders or managers. Specific learning objectives include:

- Learn to use communication concepts to actually manage organizations and staff
- Gain a greater understanding of the classical and contemporary research theory within the discipline of communications

- Learn to apply communication strategies and principles to manage a variety of problem situations that may occur in the work place, such as conflict resolution, negotiations, cross-cultural relations and work performance.
- Apply communication techniques and principles to improve interpersonal communications.
- Understand and apply the concepts of emotional intelligence and cultural intelligence
- Understand the characteristics of business leaders, and assess one's capacity and comfort in leading
- Improve individual presentation skills

III. Approach of the Course

This class involves weekly case study analyses, lectures, discussions, and in-class exercises. Lectures and discussions review and expand on course readings. Exercises link course concepts and principles to real-world situations and problems. Achieving maximum benefit from this course requires preparation by all students. Reading assignments must be completed prior to class.

Class discussion, participation, and questions are highly encouraged. This provides a learning vehicle for the entire class. Discussion allows the exploration of issues that are new and emerging.

IV. General Course Requirements

Satisfactory performance in this class requires that you:

1. Read and master the material contained in the assigned readings and prepare cases in advance of the class session.
2. Participate fully in classroom discussions as well as speech and writing critiques with sufficient preparation to engage in critical thought.
3. Attend class. Due to the interactive format of classes, attendance and participation is critical to academic success in this class. Each instructor will take roll at each meeting session. Any unavoidable absence should be discussed in advance.
4. Be punctual.

V. Grading Philosophy and Structure

Each module will be evaluated on the basis of attendance, participation, assignments, presentations and reports. Each module will contribute towards the overall course grade according to the following percentages:

Module I	50%
Module II	25%
Module III	25%

You will be evaluated on your written documents, oral presentations, and the materials that support them. There are reading quizzes, a scheduled exam, and a final project. You will also be required to write responses to several assignments. This is also a speaking class. The faculty recognize that English is not the first language for most students in the course. We strive to create a friendly

environment where all will be comfortable in presenting their ideas regardless of the fluidity or speed of their English. To that end, speaking slowly and emphatically is often more effective than speaking quickly.

You will be required to deliver (within established time limits) that which you have researched, written, and practiced. Your instructors will evaluate them, and your peers will assist in critiquing them. An important part of the learning process is acknowledging and understanding constructive criticism, see the interchange with everyone—including your peers— as a learning opportunity, and discuss your writing and speaking during class sessions.

Grades are important for all students, but most important is learning the *processes* for improving reading, writing, and speaking skills. Learning from classroom discussions, written assignments, and oral presentations are as important as earning a high grade. Everything will be done to help you achieve the latter, but grades—outside the quizzes and exams—will depend on your ability to write clearly and transmit information. Grades will reflect the instructors’ judgment of the quality of your work—your performance—rather than the amount of time or effort or on what you sincerely intended to do.

VI. Grading of Assignments

Expectations for each grade are listed below.

- A** Represents work that is ready to be presented in an administrative or legislative context, a corporate or non-profit boardroom, or at a shareholders’ meeting. It is an effective solution to the problem chosen based on good audience analysis. Its overall pattern of organization is appropriate. The internal organization of ideas is effective, transitions are smooth, and the logic is well developed. It is well written, interesting, and easy to read. It may show originality in visual impact, or particularly good word choice.
- B** Represents work that is competent but needs additional work to correct problems of organization, expression, tone, or audience target. It offers an effective solution to the problem. Both the overall pattern of organization and the internal organization are good. The internal logic is developed adequately. The writing style is clear, concise, and reader-friendly. It may have a few minor mechanical errors or some awkward spots, but is well written and has good visual impact.
- C** Represents work that does not meet the standards to the North American professional marketplace. It would damage your reputation and possibly embarrass you, your employer, and the school. It may fail to offer an acceptable solution, follow patterns of organization, or follow the conventions of English. It may have errors in style, tone, internal organization, or mechanics. The internal logic may not be fully developed.

Grading Scale: Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

C-	70-72 - Note: A grade of C- or lower at the graduate level is a failing grade.
D+	67-69
D	63-66
D-	60-62
F	59 and below

VII. Grading of Oral Assignments – A Special Note

You will be evaluated on the following criteria (with some modification if the presentations are made in a Zoom room):

1. Organization of material and use of time;
2. Prioritization of important information and persuasiveness;
3. Vocal quality, volume, inflection, enunciation and rhythm;
4. Eye contact, class involvement, class analysis, and engagement;
5. Facial expressions, body language, movement and posture;
6. Dress and appearance; and,
7. Use of audio/visual aids and control of environment.

Written and spoken words always carry value and have consequences for you and your audience. Your obligation is to speak and write for the betterment of your audience. Public communication and behavior is held to a higher standard of responsibility than private communication. This is a serious matter, especially as your career advances and you begin to occupy positions of responsibility. Words can injure and harm others as well as harm the sender. Your ability to deliver high quality verbal presentations, interpersonal skills, and the ability to work on a team will determine your career success regardless of one's intellect or how one performs their work.

VIII. Group Projects and Presentations for Module 1

Module 1 will be structured as follows:

A. Case of the Week - Weekly

A 40-minute in-class exercise and presentation by students of a current case, communications issue, or crisis. This will include:

- 5 minute situation PowerPoint presentation that uses communications concepts to cover the situation, communications or crisis communications strategy, and response in the media or social media.
- 3 minute Positioning Statement by the Organization
- 3 minute Positioning Statement by "the Other Side"
- 25 minute moderated discussion with the class asking the two sides to defend their positions.

B. Weekly Headlines Communications Analysis

- 1 minute – the situation
- 1 minute – the response/ short form
- 1 minute – designated presenter gives a recommended new response
- 2 minute - speed response from the class

C. Mid Module 1 Quiz – focused on readings, cases, slides, and class discussions.

D. Final Project – Group Presentations and Case Analysis

A 45-minute case analysis and presentation will be given by each group in the class. Each group will present a communications solution for managing the organizational issue or crisis.

This will include the recovery period for the organization in managing the issue, the proposed communications platforms, and the overall strategic plan. Additional instructions will be provided.

The group project work represents a good opportunity to discuss the materials with fellow students and colleagues. In addition, group work is identical to what you will be expected to do in the workplace. The project(s) will be related to timely and practical matters.

You should start thinking of breaking into groups. By the deadline you must submit a note to me listing all members of the group. I will then hand out assignments. The projects will be focused on discussions within the group and presentations to the rest of the class utilizing PowerPoint.

As part of the assignment every group is asked to discuss the presentation and project of another group in class and they will give a response. Though the evaluation will be based on your presentation/project, a small adjustment may be performed if the discussion is very good or poor. The penalty for a student failing to attend the discussion may be an automatic ten point deduction in the score.

X. Additional Course Information

Communications with Instructors

Please feel free to contact instructors with any questions by telephone or email. You can reach Susan Sinclair at susansin@usc.edu or at 949-698-9837. Grace Cheng can be reached at gchengbraun@wiseandhealthyaging.org or at (310) 394-9871, ext. 440. Meetings can be set up at mutually convenient times.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. Violations of academic integrity standards will be treated seriously. Because the functions of a university depend on honesty and integrity among members, the university expects from its students a higher standard of conduct than the minimum required. *SCampus*, the Student Guidebook, (www.usc.edu/scampus) contains the University Student Conduct Code (see Part B), while the recommended sanctions are located in Part B. Section 11.

Note on Plagiarism: All outside sources for course papers, including internet sources, must be fully documented. You must cite the authors and page numbers and put all cited sources on the reference page. Changing the author's language into your own wording does not avoid plagiarism. All ideas, analysis, interpretation must be cited, even if you put these ideas into your own words. If you use the author's wording, you must indicate this with the correct use of quotation marks. You must also be the sole author of your own paper. Please note that the recommended sanction for plagiarism on any single assignment is a grade of F **for the entire course**.

XI. Course Schedule: A Weekly Breakdown Overview and Specific Class Details

No.	Date	Topic	Room
1	Aug. 27 Fri.	Introduction to Strategic Communications and Public Relations in Institutional Settings and Large Organizations	Virtual
2	Sept. 3 Fri.	Digital Government and Communications	Virtual
3	Sept. 10 Fri.	Communications: Global Marketing and Public/Private Collaborations	RGL 215
4	Sept. 17 Fri.	Communicating and Managing Across Cultures Quiz - Review and Discussion	RGL 215
5	Sept. 24 Fri.	Global Management and Crisis Communications	RGL 215
6	Oct. 1 Fri.	Global Leadership Discussion of Case Studies	RGL 215
7	Oct. 8 Fri.	Student Final Group Presentations for Module 1	RGL 215
	Oct. 15	USC Fall Break – no class today	
8	Oct. 22 Fri.	Communications and Emotional Intelligence – Managing Emotional Reactions to Improve Decisionmaking	RGL 215
9	Oct. 29 Fri.	Communications and Cultural Intelligence - Using Dialogue to Transform Conflict	RGL 215
10	Nov. 1 Mon.	Note: The Nov. 5 class is moved to Monday, Nov. 1. Strategies for Resolving Conflicts Role Play	CPA 253 IPPAM classroom
11	Nov. 12 Fri.	The Nature of Negotiations and Strategies Used in Negotiating. Role Play	RGL 215
12	Nov. 19 Fri.	Learning from the Successes and Failures in Leadership. From Knowledge to Wisdom – Effective Leadership. Professional Development – Developing Your Leadership Style Leader Profile Papers due at the beginning of class	RGL 215
	Nov. 26	Thanksgiving Break (Nov. 24-28) – No class	
13	Dec. 3 Fri.	The Challenges of Leading Global Organizations Student Presentations – Leader Profiles	RGL 215
14	Dec. 10 Fri.	Final Exam – 2 to 4 pm <i>Note: The final exam date is scheduled by the university.</i>	RGL 215

DETAILED COURSE SCHEDULE AND REQUIRED READINGS

Note: The instructors may make changes in the syllabus to better accommodate the academic and professional interests of students and in response to how the course is progressing. Readings may be added. Additional information on assignments will be provided.

The Harvard cases in the reading list below can be purchased through the PPD 680 coursepack available here: <https://hbsp.harvard.edu/import/860836>

You may choose which cases to purchase, depending on which team you are on. If you register as a student, the price is \$4.25 per case. The website to register as a student is here: <https://hbsp.harvard.edu/registration/student/>

Module I: Managing Communications in Large Organizations

1. Session 1, Friday, August 27

Introduction to Strategic Communications and Public Relations at Large Organizations

- Introduction to Strategic Communications
- Public Relations – Definition and History
- Public Opinion
- Issues and Crisis Management

Required Readings:

Winning the Influence Game: Corporate Diplomacy and Business Strategy, Harvard Business Case Study by Michael Watkins, 2003 (17 pages). Download from the coursepack here: <https://hbsp.harvard.edu/import/860836> (\$4.25) or from: [Winning the Influence Game: Corporate Diplomacy and Business Strategy \(hbr.org\)](https://hbr.org/2012/06/leadership-is-a-conversation) (\$8.95).

Girard, Kim. 2011. *It's Not Nagging: Why Persistent, Redundant Communication Works*, Harvard Business School. <https://hbswk.hbs.edu/item/its-not-nagging-why-persistent-redundant-communication-works>

Maidique, Mitch. 2011. *Are You a Level-Six Leader*, Harvard Business School. <https://hbswk.hbs.edu/item/are-you-a-level-six-leader>

Groysberg, Boris. 2012. *Leadership is a Conversation*, Harvard Business Review, <https://hbr.org/2012/06/leadership-is-a-conversation>

Torres, Nicole. 2019 *When You Present an Idea, Gestures Matter More than Words*, Harvard Business Review, <https://hbr.org/2019/05/when-you-pitch-an-idea-gestures-matter-more-than-words>

Asynchronous – 4 PM: (three videos)

Arizona State University, Walter Cronkite School of Journalism, Aaron Walker, FEMA - US Federal Emergency Management Agency - former Press Secretary. RockVentures. 2020. 63 minutes. *Crisis Communications in the Digital Age*, <https://www.youtube.com/watch?v=DVZMvBBXicQ&feature=youtu.be>

Stanford University, Graduate School of Business, Matt Abrahams, 2017. 36 minutes.

Improve Your Virtual Presentation Skills

<https://www.youtube.com/watch?v=EpZLi3KUzYc>

Rachel Willis, The Public Speaking Masterclass. London, Ely, U.K. 2020. 6 minutes. **5 Tips**

For Delivering Great ZOOM Formal Presentations.

https://www.youtube.com/watch?v=XyRjKCT_wrk

2. Session 2, Friday, Sept. 3

Digital Government and Communications

- Global Marketing and Digital Government
- Technology in Government Organizations
- Government Data
- Planning for eGovernment
- High Tech, Low Tech and the On-line Government Presence

Required Readings (CASE is to be read based on your team) :

CASE - Nike and Liu Xiang: Crisis Management in Celebrity Endorsement, Harvard Business School Publishing, Asia Case Research Centre, by Kineta Hung, 2009 (21 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#): (\$8.95)

CASE - Honda Canada: Tsunami and Communications, Harvard Business School Publishing, by Mary Weil, et al., 2016 (11 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or [here](#) (\$8.95).

Take your Speech Clues from the Actors' Trade, Harvard Management Communication Letter, by Cheryl Wiles, Harvard Business School Publishing. Posted on the Blackboard.

Stern, Eric. 2020. ***Government Technology: Leading in a Crisis***, College of Emergency Preparedness, Homeland Security and Cybersecurity, University at Albany (SUNY). <https://www.govtech.com/analysis/Leading-in-a-Crisis-How-to-Successfully-Communicate.html>

UN/DESA Policy Brief. 2020. ***Embracing Digital Government during the Pandemic and Beyond***, United Nations Division for Public Institutions and Digital Government, <https://www.un.org/development/desa/dpad/publication/un-desa-policy-brief-61-covid-19-embracing-digital-government-during-the-pandemic-and-beyond/>

Chawla, Anil. 2016. ***Video: Managing the Madness: The Role of Social Media in a Public Crisis***, Government Technology, <https://www.govtech.com/social/Managing-the-Madness-The-Role-of-Social-Media-in-a-Crisis.html>

Asynchronous: 4:00 PM

University of Chicago, Harris School of Public Policy. ***Crisis Management***, Daniel Diemar, Chancellor, Vanderbilt University. 2020. 56 minutes
<https://www.youtube.com/watch?v=O6dCHpUj1Z4>

3. Session 3, Friday, Sept. 10

Communications: Global Communications, Marketing and Public-Private Collaborations

- Global Marketing, Business, and Major Trends
- Economic Geography & Climate; Internet; Resources, Intellectual Property; Services; Culture; and Communications.
- Public Private Collaborations: Structured and Implied

Required Readings (one CASE is to be read based on your team):

CASE - Nespresso and Social Media Attacks, Harvard Business School Publishing, by Stefan Michel, et al. 2016 (10 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

CASE - Maggi: A Tangled Mess, Harvard Business School Publishing, by Gerard Seijts, et al. 2018 (11 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

Sobierski, Tim. 2019. *How to Improve Cross Cultural Communication in the Workplace*, Northeastern University, <https://www.northeastern.edu/graduate/blog/cross-cultural-communication/>

Bulow, Ann Marie. 2011, *Global Corporate Communication and the Notion of Legitimacy*, Journal of Intercultural Communication, ISSN 1404-1634, issue 25. <https://immi.se/intercultural/nr25/bulow.htm>

Victor, David A. 2019. *Cross Cultural/International Communication*, Reference for Business Journal, <https://www.referenceforbusiness.com/encyclopedia/Cos-Des/Cross-Cultural-International-Communication.html>

Videos to be viewed prior to coming to class:

University of Toronto, Mel Cappe, *"I Am in Control": Lessons in Crisis Management from Past Crises*". McGill University Public Policy Series, 2020. 25 minutes <https://www.mcgill.ca/maxbellschool/article/policy-challenges-during-pandemic-video/video-i-am-control-lessons-crisis-management-past-crises>

C-Span: Cable-Satellite Public Affairs Network, CSpan2 Television, *Public Relations: How to Deal with a Crisis - Fighting Bad Publicity and Organizational Communications - Confronting High Profile Attacks on Businesses and Celebrities*, 2001, Eric Dezenhall. 42 minutes <https://www.youtube.com/watch?v=NP2EqGVP3Ts>

This timeless and classic video explains why large organizations and famous individuals may be attacked in the media - *even if they have done nothing wrong*.

4. Session 4, Friday, Sept. 17

Communicating and Managing Across Cultures: Developing Managers for Cross-Cultural Work

- Communications Across Cultural Systems
- Cultural Expectations
- Status and Leadership
- Cultural Languages in Large Organizations
- Cultural Conditioning
- LISC Case
- **Quiz on readings and slides**- Quiz and Review

Required Readings (one CASE is to be read based on your team):

CASE - Wells Fargo-Communicating during a Crisis, Harvard Business School Publishing, Jenny Craddock and June West. 2018 (22 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$6.95) or [here](#) (\$8.95).

CASE - Samsung Galaxy Note 2 Debacle, Harvard Business School Publishing, John Lee, et. al, 2017 (15 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

Landry, Lauren. 2018. ***7 Crisis Communication Tips Every Organization Should Master***, Northeastern University, <https://www.northeastern.edu/graduate/blog/crisis-communication-tips/>

Amareesan, Swetha. 2020. ***6 Crisis Communication Plan Examples and How to Write Your Own***. <https://blog.hubspot.com/service/crisis-communication-plan>

Davenport, Deborah. 2020. ***The Three Most Effective Crisis Management Strategies***, Purdue University, <https://online.purdue.edu/blog/communication/effective-crisis-communication-strategies>

Cooper, Paige. 2020. ***How to Use Social Media for Crisis Communications and Emergency Management***, <https://blog.hootsuite.com/social-media-crisis-communication/>

Video to be viewed prior to class:

Milken Institute, Los Angeles. Panel Discussion. 2014. ***Crisis Management and Communications in Global Organizations***. 60 minutes. <https://www.youtube.com/watch?v=bBGBqwTihC4>

In global organizations you must “expect the unexpected.” This video addresses how a global organization can manage this, the essence of speed in responses, and the impact of competition among media.

5. Session 5, Friday, Sept. 24

The Challenges of Global Management, Issues, and Crisis Communications

- The New Global Management
- Information Challenges
- Knowledge Worker Productivity
- Managing Oneself
- Crisis Communications

Preparation and Discussion of Harvard Case Studies

Required Readings (*one CASE is to be read based on your team*):

CASE - United Airlines Flight 3411 – What Went Wrong, Harvard Business School Publishing, by Barry Salzberg, 2017 (25 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

CASE - Malaysia Airlines: The Challenge after MH 370 and MH371, Harvard Business School Publishing, by Neeraj Pandey and G. Singh, 2015 (14 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

Thompson, Sophie. 2018. *The Complete Guide to Crisis Communications Management*, <https://virtualspeech.com/blog/crisis-communications-and-management-guide>

Argenti, Paul. 2020. *Communicating Through the Corona Virus Crisis*, Harvard Business Review, <https://hbr.org/2020/03/communicating-through-the-coronavirus-crisis>

Knight, Rebecca. 2020. *How to Talk to Your Team When the Future is Uncertain*, Harvard Business Review, <https://hbr.org/2020/04/how-to-talk-to-your-team-when-the-future-is-uncertain>

Videos to be viewed prior to coming to class:

Manchester Metropolitan University, Alertfind.com, Robert Clark, BCM Consultancy, Manchester, U.K. and Valletta, Malta. 2018. 61 minutes. *Social Media Strategy in Crisis Communications*. <https://www.youtube.com/watch?v=DVGcyeB0YRk>

Government Technology, Anil Chawla, Anil. 2016. 9 minutes. *Managing the Madness: The Role of Social Media in a Public Crisis*, <https://www.govtech.com/social/Managing-the-Madness-The-Role-of-Social-Media-in-a-Crisis.html>

6. Session 6, Friday, October 1

Global Leadership

- The Change Leader
- A Leader's Impact
- Contrarian Leadership
- Thinking Grey and Thinking Free
- Artful Listening
- Decisionmaking

Preparation and Discussion of Harvard Case Studies

Required Readings (*one CASE is to be read based on your team*):

CASE - Intel in China, by Kathleen E. Slaughter, Donna Everatt, and Qian Xiaojun. 1999 (8 pages). Ivey Publishing available through Harvard Business School Publishing. Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

CASE - Crisis Communications: The Asian Bird Flu, by Gilbert Wong, Nina Hansen, and Vanessa N. Clark. 1998 (20 pages). Harvard Business School Publishing. Centre for Asian

Business Case Studies. Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

Mangold, W. Glenn and David J. Faulds. 2009. *Social Media: The New Hybrid Element of the Promotion Mix in Business Horizons* 52: 357-365. Kelley School of Business, Indiana University. Download: <https://www.sciencedirect.com/science/article/pii/S0007681309000329>
Click on view pdf at the top of the page.

Mendy, Ana. 2020. *A Leaders' Guide: Communicating with Teams, Stakeholders, and Communities Through Covid-19*, McKinsey & Company, <https://www.mckinsey.com/business-functions/organization/our-insights/a-leaders-guide-communicating-with-teams-stakeholders-and-communities-during-covid-19#>

Videos to be viewed prior to coming to class:

McGill University, Max Bell School of Public Policy, Montreal, Adam Daifallah. 37 minutes. 2020. *Crisis Communications during Covid-19: the Good, the Ugly, and the Ugly*. <https://www.mcgill.ca/maxbellschool/article/policy-challenges-during-pandemic-video/video-crisis-communications-during-covid-19-good-ugly-and-ugly>

McGill University, Max Bell School of Public Policy, Montreal, Taylor Owen. 2020. 30 minutes. *Misinformation During a Public Health Crisis- Policy Changes During a Pandemic*. <https://www.mcgill.ca/maxbellschool/article/policy-challenges-during-pandemic-video/video-misinformation-during-public-health-crisis>
The role of information and misinformation in crisis communications.

7. Session 7, Friday, October 8

Special Topics in Communications

Preparation and Discussion of Harvard Case Studies

Required Readings (one CASE is to be read based on your team):

CASE - The Boycott of Stolli Vodka and the Power of Social Media: 1, Harvard Business School Case, by Grishma Shah, 2016 (20 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

CASE - Brookfield Properties: Crisis Leadership after 911, Harvard Business School Case, by Elizabeth O'Neil, 2003 (23 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

CASE - Planes, Trains, and Social Media: SMRT Singapore Mass Transit, Harvard Business School Case, by Kapil Tuli, 2017 (16 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

CASE - Shaping a Public Relations Campaign for Rwanda – Public Image, Harvard Business School Case, by Mary Weil and Ken Mark. 2014 (17 pages). Download from the coursepack <https://hbsp.harvard.edu/import/860836> (\$4.25) or download [here](#) (\$8.95).

Video to be viewed prior to coming to class

Center for Disease Control and Prevention, US, Kellee Waters - CDC Emergency Risk Communication Branch. 2018. 56 minutes. *Create Your Crisis Communication Plan - Crisis and Emergency Risk Communication/CERC*. <https://www.youtube.com/watch?v=X27a0iupY8Q>

Final Student Presentations for Module 1

- Student Presentations and Recommendation Panels

Module II: Improving Work Place Effectiveness: The Dynamics of Interpersonal Communication

8. Session 1: Friday, October 22

Communications and Emotional Intelligence – Managing Emotional Reactions to Improve Decisionmaking.

Required Readings

Goleman, Daniel. 1998. The New Yardstick, Chapter 1 in *Working with Emotional Intelligence*, Bantam Books, New York.

Goleman, Daniel. Emotional Intelligence has 12 Elements: Which do you Need to Work On? *Harvard Business Review*, Feb 6, 2017.

Ovans, Andrea. How Emotional Intelligence became a Key Leadership Skill, *Harvard Business Review*, April 28, 2015.

Chamorrow-Premuzic, Tomas. Can you Really Improve Your Emotional Intelligence, *Harvard Business Review*, May 29, 2013.

Urch Druskat, V and SB Wolff. Building the Emotional Intelligence of Groups, *Harvard Business Review*, March 2001.

Molinsky, Andy. Emotional Intelligence Doesn't Translate Across Cultures, *Harvard Business Review*, April 20, 2015.

Videos to be viewed prior to class:

<https://www.youtube.com/watch?v=sfT55TZV-20>

Daniel Goleman "Can Emotional Intelligence Be Learned?"
March 8, 2018 (4:52 minutes)

<https://www.youtube.com/watch?v=IJyNoJCAuzA>

Simon Sinek "Empathy – Best Speech of All Times"
September 21, 2017 (14:17 minutes)

9. Session 2: Friday, October 29

Communications and Cultural Intelligence - Using Dialogue to Transform Conflict

Required Readings

Earley PC and Mosakowski E. 2004. Cultural Intelligence, *Harvard Business Review*, 82(10): pp. 139-146.

Yankelovich, Daniel. 1999. *The Magic of Dialogue: Transforming Conflict into Cooperation*, Simon & Schuster, New York (selected pages).

Brimm, Linda. What the Best Cross Cultural Leaders have in Common, *Harvard Business Review*, June 29, 2016.

Idea Watch. Vision Statement: Leadership Across Cultures, *Harvard Business Review*, May 2015.

Chakravorti, Bhaskar. Lessons from Facebook's Fumble in India, *Harvard Business Review*, Feb. 16, 2016.

Video to be viewed prior to class:

<https://www.youtube.com/watch?v=IJyNoJCAuzA>

Simon Sinek "Empathy – Best Speech of All Times
September 21, 2017 (14:17 minutes)

Communications in Leadership – Leader Profiles

Students will be assigned a business or governmental leader to develop a paper assessing the strengths and weakness of that leader, with student presentations on **December 3**. The paper will be due in class on **November 19**.

10. Session 3: Monday, November 1 (Note the date change, class is on Monday this week).

Strategies for Resolving Conflict

Role Play

Required Readings

Tubbs SL and Moss S. 2003. Chapter 6: Conflict and Negotiations (177-191)
in *Human Communication: Principles and Contexts*.

Hinds, Pamela. Four Ways to Decrease Conflict Among Global Teams, *Harvard Business Review*, June 27, 2014.

Video to be viewed prior to class:

<https://www.youtube.com/watch?v=zeAEFEXvcBg>

Tomas Chamorro-Premuzic (University of Nevada)
"Why Do So Many Incompetent Men Become Leaders?"
March 26, 2019 (9:32 minutes)

From the video description: There is a pathological mismatch between the qualities that seduce us in a leader and those that are needed to be an effective leader. Based on research on the psychology of leadership, Chamorro-Premuzic shows that if leaders were selected on competence rather than confidence, humility rather than charisma, and integrity rather than narcissism, we would not just end up with more competent leaders, but also more women

leaders. He argues the main obstacle preventing competent women from becoming leaders is the lack of career obstacles for incompetent men. Dr. Tomas Chamorro-Premuzic is an international authority in psychological profiling, talent management, leadership development, and people analytics. He is the Chief Talent Scientist at Manpower Group, co-founder and CEO of DeeperSignals and Metaprofiling, and Professor of Business Psychology at both University College London, and Columbia University. He has previously held academic positions at New York University and the London School of Economics, and lectured at Harvard Business School, Stanford Business School, London Business School, Johns Hopkins, IMD, and INSEAD, as well as being the CEO at Hogan Assessment Systems. Dr. Tomas has published 10 books and over 150 scientific papers. His work has received awards by the American Psychological Association and the Society for Industrial-Organizational Psychology, to which he is a Fellow. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

11. Session 4: Friday, November 12

Negotiations – The Nature of Negotiations and the Strategies Used in Negotiations Role Play

Required Readings

Volkema, Roger. 1999. Chapters 1, 3 and 9 in *The Negotiations Toolkit*.

Lax, David A and James K Sebenius. 3-D Negotiation: Playing the Whole Game, *Harvard Business Review*, November 2003.

Lax, David A and James K Sebenius. Deal Making 2.0: A Guide to Complex Negotiations, *Harvard Business Review*, November 2012.

Chamorro-Premuzic, Tomas. The Personality Traits of Good Negotiators, *Harvard Business Review*, Aug 7, 2017.

Video to be viewed prior to class:

<https://www.youtube.com/watch?v=FVzHBWoIGew>

Alexis Kanda-Olmstead “The Science of Women’s Leadership”

April 4, 2018 (17:04 minutes)

From the video description: Why are there so few women leaders? Weaving together scientific research and personal narrative, Alexis Kanda-Olmstead explains why women may be reluctant to take on leadership roles and what we - women and men - can do to disrupt the powerful internal forces that undermine women’s leadership aspirations and confidence. 1. Alexis Kanda-Olmstead leads talent and diversity initiatives at Colorado State University for the Division of University Advancement. Throughout her twenty-year career in higher education, Alexis has worked to help students, faculty, and staff actualize their potential as leaders through self-knowledge, personal empowerment, and service. As a student and practitioner of women’s development, social justice, and organizational psychology, Alexis believes that with grace and humor we can create positive change that benefits everyone. Alexis is a blogger on women’s issues and the founder of AKO Collective, a women’s leadership development company based in Northern Colorado. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

Module III: Leadership – Learning from Successes and Failures in Developing Your Own Leadership Style

12. Session 5, Friday, November 19

Communications and Professional Development From Knowledge to Wisdom – Effective Leadership

Leader Profile papers due in class today.

Required Readings

Watkins, Michael. How Managers Become Leaders, *Harvard Business Review*, June 2012.

Nonaka, Ikujiro and Hirotaka Takeuchi. The Wise Leader, *Harvard Business Review*, May 2011, pp. 58-67.

Kaplan, Robert. Reaching Your Potential, *Harvard Business Review*, July-August 2008, pp. 45-49.

Gino, Francesca and Gary P Pisano. Why Leaders Don't Learn from Success, *Harvard Business Review*, April 2011, pp. 68-74.

Schaffer, Robert H. Mistakes Leaders Keep Making, *Harvard Business Review*, September 2010, pp. 86-91.

Videos to be viewed prior to class:

<https://www.youtube.com/watch?v=izeiRjUMau4>

Cultural Intelligence: The Competitive Edge for Leaders

Speaker: Julia Middleton (February 20, 2015) 13:35 minutes

From the video description: What will the leaders of the future need? Julia Middleton argues that it is cultural intelligence, an evolution – moving from IQ and EQ. But what is CQ, how do you master it and why is it so important in a smaller but more interconnected world? Julia is passionate about helping people to develop as leaders and supporting them to make a tangible contribution to their communities and to wider society. In 1989, Julia formed Common Purpose, a not-for-profit social enterprise. Common Purpose runs leadership development programs that enable people from different backgrounds, sectors, geographies and generations to work together to solve common problems. Common Purpose now runs local programs for leaders in cities across the world, and its global programs bring together leaders from over 100 countries across six continents. Read more about Julia's work including her bestselling book *Beyond Authority: Leadership in a Changing World* and her latest book *Cultural Intelligence - CQ: The Competitive Edge for Leaders Crossing Borders*.

<https://www.youtube.com/watch?v=eIho2S0ZahI>

How to Speak So that People Want to Listen

Speaker: Julian Treasure (June 27, 2014) 09:56 minutes

From the video description: Have you ever felt like you're talking, but nobody is listening? Here's Julian Treasure to help you fix that. As the sound expert demonstrates some useful vocal exercises and shares tips on how to speak with empathy, he offers his vision for a sonorous world of listening and understanding. The TED Talks channel features the best talks and performances from the TED Conference, where the world's leading thinkers and doers

give the talk of their lives in 18 minutes (or less). Look for talks on Technology, Entertainment and Design -- plus science, business, global issues, the arts and more. You're welcome to link to or embed these videos, forward them to others and share these ideas with people you know.

13. Session 6, Friday, December 3

The Challenges of Leading Global Organizations

Required Readings

Moments of Truth: Global Executives Talk about the Challenges that Shaped Them as Leaders, Harvard Business School

Global Fatalities: When International Executives Derail
by Morgan McCall and George Hollenbeck, in *Leadership*, May/June 2002.

Videos to be viewed prior to class:

<https://www.youtube.com/watch?v=RfTalFEeKKE>

The Harvard Principles of Negotiation

Speaker: Dr. Thomas Nenschel (June 27, 2018) 8:46 minutes

Dr. Thomas Henschel (Academy of Mediation in Berlin) explains 'The Harvard Approach' and how to get a Yes in every negotiation.

<https://www.youtube.com/watch?v=kARkOdRHaj8>

How to Deal with Difficult People

Speaker: Jay Johnson (October 18, 2018) 15:06 minutes

From the video description: From co-workers and colleagues to friends and family, we are faced with challenging relationships daily. Unfortunately, we often go about managing them the wrong way. Only by elevating our understanding of behavior and acting through an internalized approach will we be able to master the conflicts created by dealing with difficult people. Jay Johnson is a trainer specializing in communication and leadership development. Using a unique perspective of behavioral intelligence, Jay empowers people and organizations across the globe stretching from Main Street to Wall Street. Jay is a designated Master Trainer through the Association for Talent Development (ATD). He is a two-time Excellence in Training Award recipient from the National Association of Professional Communication Consultants and in 2017 he was named "Top Trainer" by the ATD Detroit Chapter. Jay has a devotion to teaching and learning, and is passionate about inspiring people to reach peak performance in work and in life.

Student Presentations – in class today

14. Final Exam: Friday, November 20, 2-4 pm

(Note: This date is set by the University in the Schedule of Classes. Faculty must adhere to the date.)

Optional References and Readings:

1. *International Management Behavior: Global and Sustainable Leadership*, 8th Ed., by Henry Lane, Cambridge University Press, 2019.
2. *Business Communications Today*, 14th Ed., by Courtland Bovee, Pearson, 2017.
3. *When Cultures Collide: Managing Successfully through Cultures*, 4th Edition, by Richard Lewis, Nicholas Brealy Publishing, London, 2018.
4. *Cultures and Organizations: Software of the Mind*, 3rd Ed., by Geert Hofstede, McGraw Hill, 2012.
5. *Strategic Organizational Communication in a Global Economy*, 7th Ed., by Charles Conrad and Marshall Scott Poole, Wadsworth Publishing, 2012.
6. *Organizational Communications: Balancing Creativity and Constraint*, 8th Ed., by Eric Eisenberg, et al., Bedford St. Martin's, 2016.
7. *Case Studies in Organizational Communications 2: Perspectives on Contemporary Work Life*, 2nd Ed., by Beverly D. Sypher, Guilford Press, 1997.
8. *Global Leadership: The Next Generation*, by Marshall Goldsmith, et al., Pearson, 2003.
9. *Developing Global Executives: The Lessons of International Experience*, by Morgan W McCall, Jr. and George P Hollenbeck. Harvard Business School Press, Boston, 2002.
10. *The Contrarian's Guide to Leadership*, by Steven Sample (former USC President), Jossey-Bass, 2002.
11. *Complete Publicity Plans: How to Create Publicity that Will Spark Media Exposure and Excitement*, by Sandra Beckwith, Adams Media, 2003.
12. *Strategic Planning for Public Relations*, 5th Ed. by Ronald Smith, L. Erlbaum Associates, 2017.
13. *The Handbook of Strategic Public Relations and Integrated Communications*, 2nd Ed., by Clarke Caywood, McGraw-Hill Education, 2012.
14. *Effective Public Relations*, 9th Ed., by Scott Cutlip, Prentice Hall, 8th Edition, 2005.
15. *The Fall of Advertising and the Rise of Public Relations*, by Al Ries, HarperBusiness, 2004.
16. *Great Communication Secrets of Great Leaders*, by John Baldoni, McGraw Hill, 2003.
17. *Management Challenges for the 21st Century*, by Peter Drucker, HarperBusiness, 2001.
18. *The New Emily Post Etiquette*, by Peggy Post, 17th Edition, 2004.
19. *Organizational Communication in an Age of Globalization: Issues, Reflections, Practices*, 2nd Ed., by George Cheney, et al., Waveland Press, 2011.
20. *The Practice of Public Relations*, 13th ed., by Fraser Seitel, Pearson Publishing, 2016.
21. *Public Relations: The Complete Guide*, by Joe Marconi, SouthWestern Publishing, 2004.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Academic Research and Writing Support

USC Libraries Tutorials. The library web page provides useful information and video tutorials on academic dishonesty: citing sources and understanding plagiarism, evaluating sources of information, crafting a good research question, digital library search strategies, customizing Google Scholar, downloading images for personal use without violating copyright law, and other topics. Visit <https://libraries.usc.edu/tutorials>

Library for International and Public Affairs Workshops. The library offers workshops and other programming on finding and using data, visualization, tools, software, using government documents, and accessing public policy and public affairs journals. This website lists the schedule of workshops: <https://libraries.usc.edu/locations/library-international-and-public-affairs/workshops>.

Information about government documents, legislation, regulations, reports and data can be found by exploring the resources at this link: <https://libguides.usc.edu/govdocs>

Research guides for policy and planning can be found here: <https://libguides.usc.edu/PPGA>

Research guides for other subjects and citation guides can be found here: <https://libguides.usc.edu/?b=s>

In addition **reference consultations** through video, chat and email can be scheduled by sending an email to the librarian specializing in public administration, policy and public affairs: Eimmy Solis at eimmysol@usc.edu. Use the [Ask-A-Librarian](#) service for general telephone, email, and chat reference assistance or to find information about research help available at other libraries on campus.

USC Writing Center: Offers individual consultations on drafts of your papers and workshops on improving writing skills. Please make use of their services when preparing papers and written assignments for your courses. Their website is: <https://dornsife.usc.edu/writingcenter/>

American Language Institute: Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

Accommodations for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to the CA) as early in the semester as possible. More information on DSP is available at:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html

The Office of Disability Services and Programs is located at:

3601 Watt Way, Grace Ford Salvatori Hall, Room 120

213.740.0776 (phone); 213.814.4618 (video phone); 213.740.8216 (FAX)

ability@usc.edu (email)

USC Project Restart, Trojan Check, and COVID-19 Guidelines

University-wide updates related to COVID-19 are posted on USC's web page:

<https://coronavirus.usc.edu/>

Trojan Check is a Web app that everyone must complete each time s/he comes to campus. The web app can be accessed at: <http://trojancheck.usc.edu/>

Here are video instructions about how to complete the required wellness check if you have to go on campus: https://www.youtube.com/watch?v=kMgh_dYSBdg&feature=youtu.be

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

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

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

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, 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.symlicity.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

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

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

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, 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

Non-emergency assistance or information.

Biographical Sketch of Professors

Susan Sinclair, MBA, MA



Susan Sinclair has over twenty-five years of management and academic experience in both the private sector as well as with government agencies and nonprofits. She has served with organizations such as ORACLE Corporation, Berkshire Hathaway, Lockheed Martin Corporation, Prudential, and the US Embassy in Spain. She was appointed to the faculty at the University of Southern California at the Marshall School of Business and the Price School of Public Policy.

She was with Oracle Corporation for three years as Practice Director for Global Business Development working with Oracle management worldwide as the head of the Global Land Management & Real Estate Group. She is currently with Berkshire Hathaway /Global Markets International. focusing on real estate and land management worldwide.

At Oracle, Prof. Sinclair focused on Oracle solutions for Global Government, Healthcare, eGovernment, and Customer Relationship Management. Clients included the Government of Singapore, the Government of China, the Asian Development Bank, the Government of the Philippines, Wells Fargo Bank and Blue Cross.

For just under ten years, Prof. Sinclair was Managing Director for Worldwide Distribution for Lockheed Martin Corporation within the Space Imaging Satellite (EOSAT) division. The division was a joint venture between Lockheed and Raytheon corporations and operated as a public/private collaboration with NASA and NOAA to commercialize satellite technology for real estate, land management, and navigation. The objective was to maintain the collaboration while developing into a stand-alone commercial global entity. She designed, built, and managed the global partnering and distribution network of 300 companies traveling to Asia, Europe, the Middle East, and Latin America.

Prof. Sinclair has resided in Madrid, Mexico City, Singapore, and Manila for career reasons. Currently she is with Berkshire Hathaway /Global Markets International, specializing in real estate and land management solutions worldwide. Clients included Boeing, Prudential, MeadWestvaco, US Department of Interior, Government of India, Standard Pacific Homes, and the US Department of Commerce's International Trade Administration.

Prof. Sinclair received her MA from New York University, MBA from the University of Denver and completed Ph.D. coursework with New York University. She resided in Spain for ten years completing graduate studies and serving at the US Embassy in Madrid. She speaks fluent Spanish and has studies in Japanese and Chinese. She completed certificate programs in global management at the University of Southern California and the University of California, Los Angeles.

Prof. Sinclair is an Adjunct Associate Professor at the University of Southern California's Price School of Public Policy and has also taught at the USC Marshall School of Business. Additionally, she has been a frequent speaker at the University of Southern California for the Asia Pacific Business Outlook Conference. She has lectured at Xinghua University in Beijing in the School of Civil Engineering and at the University of Madrid /ADEN School of Business in Argentina. Previously she taught at the University of California, Irvine in management where she was presented with the Distinguished Instructor Award.

She has served on Advisory Boards at the University of California, Irvine; the Board of Directors for the Los Angeles World Trade Center; the Board of Directors for the California-Asia Business Council; and the Board of Directors of the Los Angeles Economic Development Corporation (LAEDC). She is the former President of the Project Management Institute of Southern California and has been a member of the US delegation to the International Organization for Standardization (ISO) for mapping standards.

Prof. Sinclair received two consecutive appointments under the Obama Administration to serve on the Board of Directors of the District Export Council of Southern California, a part of the U.S. International Trade Administration and U.S. Department of Commerce. Her second appointment 2014 directly by U.S. Secretary of Commerce Penny Pritzker. Secretary Pritzker is the first female US Secretary of Commerce.

Prof. Sinclair resides in Newport Beach, California with her husband Kamran. Her son, Dariush, a recent graduate of Harvard University, now resides and works in Hong Kong.



Grace Cheng Braun, MSPH

President and CEO

WISE & Healthy Aging

Grace Cheng Braun leads WISE & Healthy Aging, a community-based, nonprofit social services organization with a mission to advance the dignity and quality of life of older adults through leadership, advocacy and high-quality, innovative services. She joined WISE Senior Services in 2005, and successfully took the organization through a merger with Center for Healthy Aging in 2007 to form WISE & Healthy Aging. The organization administers the City & County of Los Angeles Long-Term Care Ombudsman Program and Elder Abuse Prevention Program. Her organization also has an adult day care program with centers in Santa Monica and Woodland Hills, and offers in-home care management, congregate meals, transportation and senior enrichment programming. Under her leadership, WISE & Healthy Aging has earned consecutive national designations as a “Great Place to Work” by certified, independent surveys of its employees. She is also a member of the adjunct faculty at USC’s Sol Price School of Public Policy where she has taught management and leadership courses in the USC International Public Policy and Management Program (IPPAM) for the past 22 years.

Prof. Cheng Braun’s career also includes 26 years of nonprofit, healthcare strategic planning, business development and marketing communications experience. Prior to WISE & Healthy Aging, she was with Cedar-Sinai Health System in Los Angeles for six years as their Vice President for Marketing and Public Relations. She has also worked with UCLA Health as their Associate Director of Business and Organizational Development at Santa Monica-UCLA Medical Center. While Santa Monica Hospital was part of the UniHealth System, her areas of responsibility were rated as “best practice” departments, and awarded the highest scores of any other areas within the organization in management surveys that evaluated overall satisfaction, technical expertise, reliability, timeliness, service orientation, courtesy and responsiveness.

Prof. Cheng Braun is an executive business coach (certified through the Hudson Institute), and works with professionals in setting measurable goals that lead to stronger business, leadership, and communication skills, including improved attitudes and behaviors. Ms. Cheng Braun volunteers her training and development expertise in several organizations, including LEAP (Leadership Education for Asian Pacifics), a nonprofit organization established to enhance and develop community and corporate leadership skills in the Asian Pacific community. Through LEAP, she conducted workshops for Microsoft, Xerox and Corning, focusing on valuing diversity in leadership.

She holds a master’s degree (MSPH) in health planning and policy from UCLA and a bachelor’s degree in psychology, with a cooperative major in Health & Society, from the UC Riverside. She served on the Adult Degree Program faculty at California Lutheran University in Thousand Oaks. Prof. Cheng Braun has also taught marketing and branding in the Executive MHA program at USC and at UCLA School of Public Health. Prof. Cheng Braun is chair of the Westside Older Adult Services Network and member of the steering committee of LAACHA (Los Angeles Alliance for Community Health and Aging). She was recently appointed by the California Dept. of Insurance’s Commissioner to serve on a special California Long-Term Care Insurance Task Force.