

**Course Syllabus – Updated 12/10/2022**  
**Industrial and Systems Engineering (ISE)**

**ISE 544: Leading and Managing Engineering Teams (3 units)**

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

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

**Semester:** Spring 20232  
**Course Section:** 31504D (In Person) / 31704D (DEN)  
**Lecture Time:** Wed, 18:50 – 21:30  
**Location:** OHE 100D

**Instructor:** Margaret Felberg (email TBD)  
**Office:** Location: Online  
Phone Meetings: Will set up a number with meeting details  
\*\* For emergencies only: TBD\*\*  
Hours: In person by appointment from 17:15 – 18:15 prior any of our scheduled session days. Other options can normally be accommodated with advance notice.

**Course Producers (CP/TA):** • TBD  
**Office:** Hours: By appointment  
Response to Blackboard/D2Learn Discussion topics shared with Professor.  
Email for personal issues and assignment grade questions.  
Response to emails within 36 hours.

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

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

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

ISBN: 978-0791861967  
Title: **Unwritten Laws of Engineering**  
Author: W.J. King, James Skakoon  
Publisher: ASME Press (July 17, 2019)

<b>Course Readings:</b> (Readings will be provided/available through USC Libraries)	This course will rely primarily on lecture materials, assigned readings, and additional documents that will be provided through the class website or through the USC electronic library system.
	<b>What Makes a Leader?</b>

<p><b>Required Course Articles:</b> (Students are responsible to retrieve these articles from our course site)</p>	<p>Goleman, Daniel <i>Harvard Business Review</i>, Jan 2004, Vol. 82, Issue 1, pg. 82-91</p> <p><b>The Great Intimidators</b> Roderick M. Kramer. <i>Harvard Business Review</i>, Feb 2006, Vol. 84, Issue 2, pg. 88-96</p>
<p><b>Recommended Textbook and Journals:</b></p>	<p>ISBN-13: 978-0062407801 Title: <b>Never Split the Difference: Negotiating as if our life depended on it</b> Author: Chris Voss Publisher: Harper Business; 1st edition (May 17, 2016)</p> <p>ISBN-13: 978-1609949600 Title: <b>The Heart of Leadership: Becoming a leader people want to follow</b> Author: Mark Miller Publisher: Berrett-Koehler Publishers; 1 edition (October 14, 2013)</p> <p>ISBN-13: 978-1982132156 Title: <b>How to Lead</b> Author: David M. Rubenstein Publisher: Simon &amp; Schuster; Illustrated Edition (September 1, 2020)</p> <p>ISBN: 978-0884271956 Title: <b>The Goal: A Process of Ongoing Improvement</b> Author: Goldratt, Cox Publisher: North River Pr; 3rd Revised edition (June 1, 2012) <i>(This is recommended for those students who have limited insight about industry, especially how industrial engineering skills can be used)</i></p> <p><b>The Art and Science of Leadership, A complete guide to leadership.</b> <i>Big Dog &amp; Little Dog's Performance Juxtaposition.</i> Retrieved July 31, 2021 from <a href="http://www.nwlink.com/~donclark/leader/leader.html">http://www.nwlink.com/~donclark/leader/leader.html</a></p>
<p><b>Prerequisites and Other Requirements:</b></p>	<ul style="list-style-type: none"> <li>● No prior courses</li> <li>● Capable of preparing professional papers and presentations in the English language using proper citations (APA format)</li> <li>● Ability to produce documents in MS PowerPoint</li> <li>● Access to a computer with a web camera, microphone, and speakers/headphone</li> <li>● Student responsibility for understanding materials/subjects covered in class, meeting all due dates</li> </ul>

## Introduction and Purposes

- **Objective:** To prepare those to be successful leaders of technical engineers who will provide direct value to their organization and their team.

### Course Learning Objective

*By the end of the course, students should be able to:*

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### Aligned Assessments

*This learning objective skill is measured by:*

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Demonstrate various team facilitation tools and techniques.

Apply concepts learned through individual and group assignments, quizzes, mid-term, and dramatization using group presentations.

Present various examples of team and leadership models.

Demonstrate through role-playing the understanding of various examples both when used correctly and incorrectly.

Integrate your understanding of leadership traits to enhance those working in teams.

Create a final project report and presentation that demonstrates various hard and soft skills learned within the course.

Create presentations and reports that meet business expectations for detail

Assignments will be reviewed and critiqued on attention to detail, ability to communicate effectively, and creativity.

- **Description:** This course will provide the student with several foundational aspects to prepare or enhance skills that are expected of those leading technical engineers. These elements will include:
  - **Understanding the makeup of teams;** diversity and cultures, team roles, importance, and contributions.
  - **Management tools to drive performance;** infrastructure requirements to enhance team function, measurement, virtual team considerations, accountabilities, and facilitation.
  - **Leadership traits for enhancing teams;** situational leadership, understanding conflict, negotiation techniques, and identifying and resolving team dysfunction.
  - **Self-understanding;** emotional intelligence, value to the organization, value to your subordinates.
  - Understanding the **importance of attention to detail** in setting yourselves above your peers to enhance your professional brand.
- **Approach:** This course introduces the role of team management and development using both in-person and remote virtual teams using the class environment, lectures, readings, and active class participation. The foundation of this course is to **prepare those to either become or understand their role as a leader of engineering teams**; thus, learning must be accomplished by involvement. This will include role modeling, various exercises, and constant communication and interaction. Supporting this approach, multiple presentations will be threaded in the assignment along with the rotation of leaders. In pursuit of this goal, to the extent possible, the course will use a collaborative learning approach, meaning participation in class is critical to everyone's learning experience. The instructor then functions more as a facilitator to accomplish this goal. Due to the vast multicultural differences within global organizations, this course will take the approach to utilize examples and techniques from an American Fortune 500 and experiences from a technology

start-up/high-growth company perspective. Instructors' approach to teaching is to lay out the course as a story that builds onto itself, starting with core 'hard skills' and progressing into more complicated 'soft skills' that support the successful creation of teams and engineering leadership. The assignment of reading materials supports the following class lecture. The lecture will expand on the reading assignment and engage students with practical examples, applications, best practices, and pitfalls. Issue assignments for individuals or groups that reflect the content of the prior readings and lecture that is intended to have the student demonstrate their understanding of the topic. Provide multiple assignments to allow students to learn from mistakes and allow them to recover to support opportunities to succeed in this course. To support this, our course attempts to provide detailed student/group feedback in a timely manner.

## Course Assignment, Report and Presentations

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The instructor's belief is that learning is best accomplished by reading, listening, and demonstrating whenever possible. One way to achieve this is through in-class presentations. In addition, when presentations are created within teams, it enhances the dynamics of students' understanding of team dynamics which is foundational to a successful future leader. The structure of this course assignment also supports a vital skill of successful engineers, attention to detail. Assignment formatting requirements include:

1. Assignments, presentations, and reports will be submitted in PowerPoint unless otherwise advised.
2. Naming convention of files;  
ISE-544\_FELBERG\_assignment#\_studentlastname  
Example: Your first assignment is to create a 1-2-page profile of yourself. Assuming your last name is Smith, the file name would be:  
*ISE-544\_FELBERG\_01\_Smith.pptx*  
For team presentations, the naming convention would have the student's last name replaced by the team's name. Assuming the team's name is Red, the file name would be:  
*ISE-544\_FELBERG\_01\_Red.pptx*
3. Team presentations will be no more than 5 minutes in length unless advised otherwise. Individual presentations may require embedded voice narration which will be noted in the class or lecture notes.
4. PowerPoint formatting:
  - a. Title page: required on all assignments and submissions unless otherwise advised, centered text, no page number but set as page number 0, Font; Arial 20.
    - i. Assignment name and number
    - ii. An optional personal title
    - iii. Your name on individual assignments. Group name, Group Leader Name called out and each name of Group members on Group assignments
    - iv. Kazuo Takeda
    - v. Assignment due date
  - b. Content pages; Start with page number 1, Font; Arial 12 – 20  
*(this requires you to have the title page as page number zero, which needs to be changed from the page settings which you can find under the PowerPoint Help e.g., page number zero).*
  - c. Transitions between slides are to be built into the presentation.
  - d. Page size print setting to standard 'letter', landscape mode.
5. Optional embedded narrative audio is encouraged but must automatically start with the presentation. Audio file should be saved in lower quality, small size format.
6. Assignments and presentations will be posted into Blackboard/D2Learn and **due before 21:59, SIX DAYS AFTER** the assignment was issued in class (the next **Tuesday**) unless otherwise advised or stated due date and posted into Blackboard/D2Learn under the respective assignment. If there are challenges with the upload, first check that the file

- name is supported by **Blackboard/D2Learn**. If file uploads are still challenged, send a copy to the class C.P. by email. Only one submission attempt will be allowed.
7. Presentations will be consolidated by the T.A./C.P. into one master presentation. The order of presentations will vary. Students/teams may also option to run presentations from their student's laptop, although it is encouraged to use submitted presentations by default to save time in transitioning to the student laptop.
    - a. Student laptop presentations are assumed to have been confirmed by the student/group to have full functionality with the classroom A/V systems (both video and audio). Delays in setting up a student laptop may result in point deductions to that assignment presentation.
  8. Use of any material (including audio/video/photo) outside of our class materials that were not created by the student/group within any assignment must have proper citations. Examples of various citation options can be found at <http://libguides.usc.edu/citation>. Any proper citation format is acceptable (APA, MLA, etc.), with citations noted either in the page footer or within the appendix.
  9. Late assignments will receive a 0.1 point deduction for each hour late, up to a 1.0 point deduction for every 24 hours past the due date using the **Blackboard/D2Learn** submission time.

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

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### Class discussion of reading assignments

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

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

Course reading assignment titles will be abbreviated as

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

## **Class Weekly Schedule**

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1. Introduction and course overview – 1/11/23
    - a. Pre-class reading: None
    - b. Due: Nothing
    - c. Instructor Presentation:
      - i. Introduction and course overview
    - d. Student Presentations [2 minutes]:
      - i. Individual introductions
        1. Name
        2. Hometown
        3. One to three words that you relate to making you happy
        4. One to three words that causes anxiety or something very challenging
        5. Favorite hobbies
- Review of next week's assignment and closing comments

2. Team Roles – 1/18/23
  - a. Pre-class reading:
    - i. **TH**
      1. Appendix A, Introduction, Ch. 1
      2. Ch. 2
    - ii. **5D** – Introduction, Pg.185-190
    - iii. **1M** – Introduction, Pg. 61
    - iv. **ULE**
      1. Introduction, Appendix (Code of Ethics)
      2. Part 1, In Relation to the Work, Pg.5-11
  - b. Due: **1/14 @ 14:00 P.T.**
    - i. Complete 16 Personalities test at:  
<https://www.16personalities.com/free-personality-test> (not turned in).
    - ii. **Assignment 01:** 1 to 2-page type profile to include:
      1. Your name and photo
      2. Typology Test profile
      3. Hometown and country
      4. Undergrad university
      5. Current major
      6. Unique challenges of your childhood
      7. Favorite hobbies
      8. The worst job or task you experienced
    - iii. Complete the online survey for Assignment 1 (instructions in class notes) at <https://goo.gl/jkHMwp>
    - iv. **Assignment 02 (Individual):** 1 page explaining 'your' personal definitions of 'leadership', 'team', and 'management'
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. HumanMetrics, Typology, Myers/Briggs exercise
    - iii. Agenda and Action Item Log overview
    - iv. Selecting a team
3. Team Techniques – 1/25/23
  - a. Pre-class reading:
    - i. **TH** – Ch. 3 pg.3-1 to 3-41, Ch. 4 pg.4-1 to 4-7
    - ii. **ULE**
      1. Part 1, In Relation to Your Supervisor, pg.11-14
      2. Part 1, Regarding Relations with Colleagues and Outsiders, pg. 14-18
  - b. Due:
    - i. Selection of your team by the instructor
    - ii. **Assignment 03 (Team) [5 minutes]:** Prepare an introduction of your team for the class. Describe each member's strength in the team. It is encouraged to use typology codes for each team member in the overview. The team leader will also recap the process and AAR (After Action Review). AAR will highlight what went well, what can be improved, and what the leader learns. Expectations for leader learning is a sincere reflection of the leader's experience.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. How to make a decision exercise
    - iii. Discussion and selection of 'problem'
  - d. Team Presentation: Assignment 03
4. Team Leaders – 2/1/23
  - a. Pre-class reading: **TH** – Ch. 3 pg.3-42 to 3-70

- b. Due: Assignment 04 (Team) [5 minutes]: Team presentation of three to five 'problem' topics. A brief overview of each problem and how it was ranked to determine priority. The team leader will also recap the process and AAR.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Virtual team meeting overview
    - iii. Discussion on presenting/framing the problem for executive review (Potential guest lecturer)
  - d. Team Presentation: Assignment 04
5. Learning to work together – 2/8/23
- a. Pre-class reading:
    - i. **TH** – Ch 6
  - b. Due: Assignment 05 (Team) [5 minutes]: Team 1-to-2-page presentation of an 'engineering problem' noting background, situation, options, recommendation, and next steps. The team leader will also present their Action Item Log, recap process, and AAR.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Virtual team discussion and exercise (students are encouraged to bring laptops to class)
    - iii. Feedback and action planning
    - iv. Discussion of a team goal, how to take the USC ISE program into the top 10 rankings of US News and Reports
  - d. Team Presentation: Assignment 05
6. Situational Leadership – 2/15/23
- a. Pre-class reading: **1M** – (don't stress, this is an easy read)
  - b. Due: Assignment 06 (Team) [5 minutes]: Develop and present as your team goal how to improve your experience at USC. The team leader will also present their Action Item Log, recap process, and AAR.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Determine situational leadership team definition assignment
    - iii. Midterm review and instructions
  - d. Team Presentation: Assignment 06
7. Dealing with Conflict and Negotiation skills – 2/22/23
- a. Pre-class reading:
    - i. **TH** – Ch. 7
    - ii. **ULE** – Part II, Relating Chiefly to Engineering Managers, General behavior and technique pg. 19 - 27
  - b. Midterm**
  - c. Due: Nothing
  - d. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Group role-playing with conflict
    - iii. Conflict and Negotiations
8. Creative tools and techniques for teams – 3/1/23
- a. Pre-class reading: **TH** – Ch 8
  - b. Due:
    - i. Assignment 07 (Individual): Create an overview of your teams' assigned situational leadership section using **1M** (example on page pg.85). Each team member will create their own one-page overview of themselves and a most recent professional experience of one personal relative.

- ii. Assignment 08 (Team) [5 minutes]: Create a 3-5 page presentation for your teams' section using both **1M** and individual examples. Include individual 1-pagers as appendix pages that are not included in the page count. The team leader will also present their Action Item Log, recap process, and AAR.
  - c. Instructor Presentation:
    - i. Overview of Mid-Term
    - ii. Review of course reading assignments
    - iii. Mind Mapping
    - iv. Virtual collaboration tools
    - v. Team discussion on virtual tool assignment
  - d. Team Presentation: Assignment 08
9. Understanding dysfunctional teams and engineering team basics – 3/8/23
- a. Pre-class reading:
    - i. **5D** – Part 1, pg. 5 to 25
    - ii. **RCA – What Makes a Leader?**
    - iii. **RCA – The Great Intimidators**
  - b. Due: Assignment 09 (Team) [10 minutes]: Presentation of virtual tools used within a team dynamic. The team will take any prior assignment as a theme and demonstrate how it would be created, assuming each member is located in their hometown. The team leader will also present their Action Item Log, recap process, and AAR. Time increased to 10 min.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Team assignment selection
  - d. Team Presentation: Assignment 09
10. No Class – Spring Break – 3/15/23
11. Understanding dysfunctional teams (continued) and management learning's – 3/22/23
- a. Pre-class reading:
    - i. **5D** – Part 2, pg. 27 to 70
    - ii. **ULE** – Part II, Managing design and development projects, pg. 28 – 31.  
On the organizational structure, pg. 31-32
  - b. Due: Assignment 10 (Team) [8 minutes]: Create a presentation demonstrating the use of two of the techniques learned from TH – Ch. 8 AND one innovative technique not discussed (citations required). Included in the appendix will be two pages recapping team reflection on the team's learnings about team presentations. Reflections include an overview of challenges, best practices, and effectiveness of this experience with elements captured from each team member. The team leader will also present their Action Item Log, recap process, and AAR. Time: 8 min.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Lecture options
      - 1. Engineering department structures
      - 2. Consideration for sizing an engineering team
      - 3. Recruitment and hiring strategies
      - 4. Team Presentation: Assignment 10
12. Understanding dysfunctional teams (continued) and management learning's – 3/29/23
- a. Pre-class reading:
    - i. **5D** – Part 2, pg. 70 to 170
  - b. Due: Assignment 11 (Individual):



- i. Create an organizational chart of a 'real' company which you would like to work with. Minimum 3 levels, maximum 5 levels with a maximum of 15 positions total. Embed your voice into the presentation and have this assignment as a slide show that will last no more than 2 minutes. Confirm with a teammate that your submission is clear and can be replayed on another computer.
        - ii. Create an engineering job description for an entry position.
      - c. Potential Guest Lecture (TBD)
      - d. Instructor Presentation:
        - i. Review of course reading assignments
        - ii. Lecture options (Pending change from Guest Lecture status)
          - 1. Understanding the value of the manager and the engineer.
          - 2. What you learn from the good bosses and the challenged bosses as building your own leadership character.
          - 3. Do you know the name of our janitor?
          - 4. Influence and Power
          - 5. Importance of notes, follow-up, communication
          - 6. Importance of team diversity
        - iii. Review of Final Team Report and Presentation
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13. Understanding dysfunctional teams (continued) – 4/5/23
  - a. Pre-class reading:
    - i. **5D** – Part 3, pg.171 to 222
    - ii. **ULE** – Part II, What all managers owe their staff, pg. 33-37
  - b. Due:
    - i. Assignment 12 (Individual): Describe leadership qualities that you value to replicate and others that you would not want to repeat. Give a brief explanation to describe the 'why'.
    - ii. Proposed Final Report and Presentation: Submission of proposed team final report based on any topic discussed within this course.
  - c. Guest Lecturer (TBD)
  - d. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Lecture options (Pending change from Guest Lecture status)
      - 1. Employee empowerment, who owns the work
      - 2. Managing up, down, and across
      - 3. Employee performance planning and review
      - 4. Importance of setting fair expectations
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14. Advancing as a leader – 4/12/23
  - a. Pre-class reading:
    - i. **ULE** – Part III, Professional and Personal Considerations, pg. 39 – 54
  - b. Due:
    - i. Assignment 13 (Individual): 2 pages re-explaining 'your' personal definitions of 'leadership', 'team', and 'management'.
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Lecture options
      - 1. Engineer to Management
      - 2. Enhancing leadership skills in a 'safe' environment
      - 3. Course content overview and multi-voting exercise
      - 4. Additional virtual team best practices and considerations
  - d. Final team presentation instructions, maximum 10 min length
  - e. Review of end-of-term quiz
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15. Advancing as a leader (continued) - 4/19/23
  - a. Pre-class reading:

- i. **5D** – The Model, pg.185 to 222
    - ii. **RCA - Becoming the Boss**
    - iii. **ULE** – Part III, Professional and Personal Considerations, pg. 43 – 58
    - iv. **ULE** - Conclusion, pg. 59
  - b. End of course quiz
  - c. Instructor Presentation:
    - i. Review of course reading assignments
    - ii. Lecture options
      1. Course content overview and multi-voting exercise
      2. Feedback and Recognition
  - d. Final team presentation instructions, maximum 10 min length
  
16. Course AAR - 4/26/23
  - a. Pre-class reading:
    - i. None
  - b. Due:
    - i. Not applicable
  - c. Potential Guest Lecturer (TBD)
  - d. Instructor Presentation:
    - i. Overview of course concepts and content
    - ii. After Action Review of the course
      1. What went well
      2. What could be improved on
      3. What did we learn
  
17. Final 19:00 – 21:00 [5/3/23]
  - a. Team Presentation: Final presentation

Students are expected to frequently check announcements on the course **Blackboard/D2Learn** site and their email account for any schedule updates or changes.

### **Assignment Submission**

- Some major course assignments and all book reports, when directed by the instructor, will be submitted to the *TurnItIn* system. *TurnItIn* is a plagiarism-detection system that compares student submissions with other submissions, past course submissions, and information available on the Internet. Any submissions reviewed by *TurnItIn* and any that do not follow Academic Integrity standards will be referred to USC Student Affairs.
- To submit an assignment through the Assignment Manager or *TurnItIn* system, follow their instructions. If you have any technical issues with the submission process, email the TA immediately.
- All work submitted by a student and/or group/team must include citations for any element that is not an original creation of the student. This includes all audio/video/photos, etc.
- If assignments are submitted after the due date and time, they will receive a penalty of 1.0 points for every 24 hours. Submissions over five days past due will receive zero credit.
- All submissions will be in Microsoft PowerPoint (.ppt or .pptx) format unless otherwise advised. If you need to use a Microsoft Excel table or Adobe PDF images, please copy, or insert these images into a PowerPoint document.

### **Grading**

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Assignments (5 points each)	60
Class Participation	10
Midterm	10
End of course quiz	5
Final Report and Presentation	15
<b>Total</b>	<b>100</b>

Grades will be based on the following:

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

- **Assignments** will be graded based on thought, originality, expression, depth, and quality, as well as the number and quality of references and amount of new information (information is not simply repeated from the lecture) when applicable. Each assignment is worth 5 points, with the top 12 selected (1 lowest score will be discounted). Late submissions will receive a 0.1-point deduction for each hour late up to 1.0-point deductions for each 24-hour cycle.
  - Team presentations will be graded as a ‘team’. The team leader has the ability + or – points based on total team performance. Presentations must address assignment call-outs, be formatted to comply with the syllabus, meet presentation time requirements, utilize proper citations, etc.
  - Team members will rotate as team leaders, keeping a balance within one presentation.
  - Team leader will have added responsibilities which can result in a possible bonus or deduction of points only for the team leader. These elements may include the following:
    - Facilitating members’ action items/assignments
    - Facilitating group/team synergy and participation
    - Assuring that any technology used will function without delay during live presentations
    - Introducing assignment presentation (team/group name and team leader noted on the presentation title slide)
    - Summarizing assignment presentation
    - Recapping team assignment processes with appendix PowerPoint slides to include:
      - Documenting processes that the team went through to complete the assignment
      - Including but not verbally presenting their team Action Item Log (AIL) (starting on assignment 5)
      - Recapping team results using an After-Action Review (AAR) format to highlight what went well, what can be improved, and leader learnings. Expectations for leaders’ learnings have the leader describing what they learned from this experience taking on the leadership role. Best practices will have leaders providing sincere comments to their team regarding personal aspects of the experience.
- **Live Attendance** is an expectation for non-DEN students. If a non-DEN student is unable to make a session in person, they are expected to advise the instructor and TA/CP to discuss options. Options can include having students join virtually by connecting to the course-approved virtual platform (e.g. Zoom or Webex), through a personal virtual connection (e.g. FaceTime), or be pre-recorded. However, the expectation for non-DEN students is to be in class. Students are also expected to participate either in the classroom or on the discussion board, which is incorporated into the course grade. Participation will also likely improve the chances of a student receiving a higher grade if the student is on the bubble between two grades.

- **Late student additions** can be accepted following standard ISE Department protocol. Students who enter our course after the first class will be expected to complete all prior assignments on the assigned deadline to receive full credit.
  - If a student elects to join our class after an assignment deadline has passed, they will still be required to complete prior assignments and agree to
    - Accept an automatic 1-point deduction per assignment
    - Once identified by the instructor, grader, C.P. or T.A. as joining the course by a direct email note to the student, the same late grading protocol as described under “Course Assignment, Report and Presentations”, item 9 will be added.
    - This is in exchange for waiving the course late submission policy.
- **Participation** elements in the course may take different forms.
  1. Participation during class. Comments, additions, and discussion participation will be considered toward a participation grade. Engagement with questions or comments that enhance our course topics is highly encouraged. Discussion around administrative topics, e.g., assignment questions, are considered basic expectations for students and are not considered as participation.
  2. Participation in *Discussion Boards* (see Discussion Boards below for more details) on Blackboard/D2Learn is another way to participate in class.
  3. Virtual participation by use of remote or embedded audio/video.
  4. Before or after class discussions that exclude administrative elements.
  5. Respect as an audience member toward others. Displays of disrespect can include talking or texting during other presentations, which can result in participation deductions.
- **Midterm is currently planned to be given during our scheduled class time.** These will recap current readings and lecture topics presented to date to demonstrate students’ knowledge and understanding of material and concepts. Time will be set aside during the assigned class session for students taking the exam in person.
- **End of course quiz** will be in class. The quiz will recap current readings and lecture topics presented to date to demonstrate students’ knowledge and understanding of material and concepts.
- **Final project** is a written report and oral presentation on a topic selected by the team and approved by the instructor in advance, which will demonstrate the student’s knowledge and understanding of the material presented in the course.
  - Report (full PowerPoint presentation, format guidelines will be provided)
  - Presentation (10-minute PowerPoint presentation, given in class)
- **Bonus or Extra Credit** points may be given for exceptional accomplishments and are purely at the discretion of the instructor. Consideration for points includes following all instructions and Attention to Detail (ATD), early submissions, use of creativity/invention, demonstration of enhanced team formation, etc. Additional class extra credit options can be requested after mid-term grades are posted. If approved, it would be made available to all students.

## **Discussion Board and Questions**

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- Discussion board threads will be created for multiple lectures/topics and for each assignment in the course.
- Please check the discussion board frequently.
- If you have a question from that lecture or on the assignment from that lecture, post your question to the discussion board within the corresponding thread.
- If you don’t receive a response or your question is not sufficiently answered, only then should you email the professor and TA/CP/GRADER. Having questions posted to the discussion board not only reduces the number of duplicate emails we must answer but also ensures that the information we provide is available to all students.
- Discussions that bring in examples of leadership, team, dysfunction, and other elements of our course can be considered as participation. Examples from websites such as LinkedIn, Fast Company, or others noted within our Blackboard/D2Learn files are suggested as thought starters. When using this option for participation

consideration, be sure to cite your work and describe in your own words what ties back to our course.

- Participation point consideration for board threads will end prior to the last regular class session.

## Student Expectations

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- Students are expected to be able to use the following tools in order to upload and download their assignments, obtain pertinent course information, and participate in class discussions.
  - On-campus students: Blackboard/D2Learn, MS PowerPoint with the ability to include a voice narration audio track.
- **Students are expected to cite all submitted work** that is not their own and outside of the materials, readings, and textbooks posted with this course. Examples of proper citation format and resources can be found at <http://libguides.usc.edu/citation>
- Students are expected to follow the standards of appropriate online behavior. The protocols defined by the USC Student Conduct Code must be upheld in all aspects of the class. Examples of inappropriate online behavior include but are not limited to:
  - Posting inappropriate material
  - SPAM to the class
  - Online flaming
  - Offensive languageFor more information, please visit <https://studentaffairs.usc.edu> In the event of any technical breakdown, students are expected to contact the TA ASAP by email or text message.

## Statement for Students with Disabilities

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Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA/CP) as early in the semester as possible. DSP is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## Statement on Academic Conduct and Support Systems

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### 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, <https://apo.ucsc.edu/policy/capm/026.000.html>

### 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 and 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. 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*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 Support and Advocacy - (213) 821-4710*

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

Non-emergency assistance or information.