ISE 344 – Introduction to Engineering Management and Teamwork

Time: TTh 10:00-11:50 am
Location: SOS B51

Instructor: Yalda Khashe
Office: GER 241
Office Hours: By appointment on Wednesdays 2-3:30pm
Contact Info: khashe@usc.edu
https://usc.zoom.us/my/yaldakhashe

Teaching Assistant: TBD
Contact Info:

Course Description:

This course introduces management and organizational theories and approaches essential for engineering managers to solve complex issues, builds a practical conceptual framework of the process of managing engineering functions, and examines teamwork including formation and team dynamics, group psychology, culture and diversity, and negotiation and problem-solving.

Textbooks:

The Team Handbook, by Scholtes, Joiner, and Streibel, Published by Oriel Inc, 3rd edition (2003), ISBN: 978-188-4731266

Management: a practical introduction by Angelo Kinicki & Denise Breaux Soignet, 10th ed., McGraw-Hill Education, 2021, ISBN-13: 978-1260735161

Making the Team: A Guide for Managers, By Leigh L. Thompson, Published by Pearson, 6th edition, (2018), ISBN: 978-013-448420-4

Understanding Management, by Richard L. Daft, Dorothy Marcic, 12th ed (2023)

Learning Objectives:

✓ Describe management theories, principles, and approaches relevant for engineering management
✓ Identify the scope and activities of engineering management in the context of an organization
✓ Recognize approaches and functions of effective management practices
✓ Apply knowledge about teamwork to organize, manage or actively participate in an engineering team
✓ Study the gradational culture and diversity in teamwork
✓ Recognize the challenges and best practices of managing different kinds of teams, including geographically-distributed teams, virtual teams, and multifunctional teams
✓ Study negotiation, conflict resolution, problem-solving, and critical thinking for engineering management

Course Expectations and Policies:

Course Expectations and Netiquette: To ensure a cooperative learning environment, each student is expected to read the text before each class meeting time, and prepare to actively participate during class discussions, team-related activities, presentations, and writings. Netiquette is network etiquette; a set of rules that encourages appropriate and courteous online behavior. A short list of "Netiquette Rules for Class" is included on page 9 of this syllabus. Students are expected to engage in behaviors that enhance the learning environment. Our goal is to optimize the learning experience for all the students; therefore, disruptive behaviors are prohibited and will not be tolerated.

Participation and Attendance Policy: It is expected that students will attend class regularly and participate in the class discussion throughout the semester. Participation involves actively listening and volunteering answers to questions and moving the discussion along toward a shared understanding. The participation grade will be assigned at the end of the semester based on objective (contribution to class discussions, interaction with TA/Instructor inside and outside the classroom) and subjective (contributing meaningful questions/answers, illustrating comprehension of course material) assessment by the instructor. The participation rubric is included at the end of this syllabus. At this time, the Viterbi classes are back to the usual pre-pandemic instruction modality. On-campus students are expected to return to fully in-person classes. Students who have medical concerns should contact the Office of Student Accessibility Services (OSAS). Online attendance, unless approved by the school or the instructor, does not count towards course participation.

Due Dates/Make-Up Work: Exams must be taken as scheduled. Assignments are due as scheduled. Make-ups will be allowed only if the student has contacted the professor before the due date, detailing a serious problem. There is no late submission for in-class assignments. If you cannot take an exam on the scheduled date and time, you must provide documents from a responsible party (doctor, court, police, etc.) and you must arrange to take the exam before the following class meeting. Travel plans do not count as documented emergencies. Please consult the course outline before making any plans. The final exam date/time cannot be rescheduled.

Online Communication Policy: Students are encouraged to contact the instructor by USC email and schedule a meeting during office hours. In the subject line, indicate the course number and a very brief summary of the email. Simple questions will be answered by email, but for more complex discussions students may be instructed to schedule a zoom meeting.

Assignment Submission: Homework descriptions will be posted on blackboard and assignments are due at the beginning of the class and should be submitted online through Blackboard. Electronic submission must be in MS Office formats. Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Grading:

Letter Grades Table:

96-100	A	75-79	C+
91-95	A-	70-74	C
87-90	B+	65-69	C-
84-86	B	60-64	D+
80-83	B-	56-60*	D

* Grades less than 56: F

The final grade will be based on the above table combined with the cluster analysis of all the students' grades. Which will be explained in detail in the first class session.

The final course grade will be determined based on the following weights:

Exam 1 …………………………...…………... 25 %
Final Exam ………….……………………...... 25 %
Terms Project ……………….……….……… 25 %
Homework/Case Studies…………………….. 10 %
Participation/in-class exercises…...………... 15 %
Peer Evaluation …………………………… *

According to USC policy: *"No student is allowed to retake a final examination or do extra work in a course after the semester has ended for purposes of improving [their] grade.[1]"*

*Peer Evaluation will be reflected in the final Term Project grade and the participation grade

Course Content Distribution and Synchronous Session Recordings Policies: USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

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[1] chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://esdcomm.usc.edu/arr/forms/ARR_Grade_Handbook.pdf

Course Schedule[2]:

Week of		Topics	Reading	Project / Assignments[3]
01	Aug 21	Introduction and Logistics of the course Engineering Teams and Organizations	MT[4]- Ch1	Project: Team formation
02	Aug 28	Management theories and Progression of Management Perspectives **_August 31 - Team Introduction presentation_**	MP[5]- Ch 1&2	Project: Team Introduction Presentation *Due: HW1 (Team performance report)*
03	Sep 4	Team Roles and Responsibilities Team Meetings and Communication	TH[6] - Ch 2&3 MT- Ch 2 MP - Ch 13&15	-
04	Sep 11	Leading Teams and Engineering Leadership	MT - Ch 3 MP - Ch 3&14	-
05	Sep 18	**_September 19 – 1st Team Project Progress Report_** Team Decision Making	MT - Ch 7 MP - Ch 7	Project: Progress report presentation *Due: HW2 (Team performance report)*
06	Sep 25	Team Dynamics, Trust, and Motivations	TH - Ch 6 MT - Ch 4 MP - Ch 12	-
07	Oct 2	Project Session and Review **_October 5 - Midterm Project Presentation_**		Project: Midterm Presentation *Due: HW3 (Team performance report)*
08	Oct 9	**_October 10 - Midterm Exam_** **_October 12 - Fall Recess - University Holiday_**	-	-
09	Oct 16	Negotiation and Conflict resolution Case Study	MT - Ch 8 MP - Ch 13	-
10	Oct 23	Creativity and Innovation in Teams Organizational Change and Innovation	MT - Ch 9 MP - Ch 10	-
11	Oct 30	**_October 31 – 2nd Team Project Progress Report_** Organizational Culture and Managing Multicultural Teams	MT - Ch 13 MP - Ch 8	Project: Progress report presentation *Due: HW4 (Team performance report)*
12	Nov 6	Managing Geographically-distributed and Virtual Teams	MT - Ch12 MP - Ch 4	-
13	Nov 13	Strategic Managemnt & Team Performance	MP - Ch 4&15	-
14	Nov 20	Final Review **_November 23 - Thanksgiving - University Holiday_**	-	-
15	Nov 27	**_Nov 28 - Final Project Presentations_** **_Nov 30 & Dec 1 - Final Exam (Take Home)_**	-	*Due: Event proposal Report (11/27)* *Due: Peer evaluations (11/27)* *Due: Course evaluation (11/29)*

Team Project

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[2] Schedule may be revised to accommodate the content and pace of the class learning process. Due dates and case studies are subject to change.
[3] Check Bb submission links for the due date and assignment instructions
[4] MT: Making the Team: A Guide for Managers
[5] MP: *Management: a practical introduction*
[6] TH: The Team Handbook

Topic: The term project is designed so that you exercise the topics discussed in the class in a team setting and also practice working and collaborating with other teams. Students will be assigned to a team collaboratively to work on a proposal for an Industrial and Systems Engineering (ISE) engagement event. This event aims to facilitate interaction between senior ISE students, faculty, and new students, providing insights into the major, campus activities, and networking opportunities. The ISE department will review for possible implementation this year or in the future.

Teams will engage in five presentations throughout the semester. Each presentation has two parts:)Team introduction/topic presentation and 2) Team performance review, which should include a summary of the, strengths, and challenges of working as a team, team meetings and team dynamics, managing virtual teams, and the team's approach to decision-making and resolving conflict and potential issues. A detailed project guideline is posted on Bb.

Criteria	%	Excellent
Content of the presentation	30	• Covering the topics assigned for each presentation • Providing relevant and informative examples • Providing sources for the suggested data
Presentation style and professionalism	20	• Professional slides (Fonts, format, etc.) • Presentation style • Team members' participation in the presentation • Multimedia and other creative approaches to presentation • Members professionalism
Teamwork performance and evaluation	50	• Exhibiting knowledge of the material covered in class and connecting those materials to team's performance • Agenda, minutes and AFR • Lessons learned & Future steps • Team performance recap • Team leader's reflection

Peer Evaluation: All team members will receive equal grades, contingent to team members' confirmation of their participation, but each member has a chance to evaluate the other members at the end of the semester for their peer evaluation grades. Please note that if you fail to submit your peer evaluation on time, you will not receive any points towards your own evaluation.

Criterion (Assign **0 to 5** for each criterion)		Name			
		Team Member 1	Team Member 2	Team Member 3	Team Member 4
1	Ability to communicate effectively: listening and talking with respect				
2	Willingness to help others				
3	Creativity in performing the tasks assigned				
4	Ability to offer solutions and accept constructive criticism				
5	Spend time and work hard to finish the project				
6	Availability and flexibility				
Total Points/6					

Netiquette Rules for Class

Netiquette is network etiquette; a set of rules that encourages appropriate and courteous online behavior.

- Above all, show respect to your peers and the instructor.

- Respect the opinions of others, regardless of how much you disagree.

- If you are writing an email or discussion post in anger, the content of your text will probably come off as disrespectful. Give yourself time to calm down and show respect.

- Reflect kindness and concern for your colleagues, you never know when someone else is having the worst day of their life.

- Allow others to save face. When possible, allow others the option of coming to the same conclusion, rather than pushing an opinion or answer on them. Instead of saying, "That's not right, it should be purple," consider saying this instead, "Would purple be a better color in this situation?"

- Address your instructor with their full title (e.g. Professor or Dr.) unless they explicitly tell you otherwise.

- Let others know how you would like to be addressed and address others as they would like to be addressed.

- Limit your use of the exclamation point.

- Avoid using all caps. IT IS COMMONLY INTERPRETED AS YELLING.

- Humor is difficult to interpret in text-based communication. Consider avoiding it in professional and academic communication.

- Check your spelling and grammar before hitting send or submit. This is an academic community and part of being professional is checking and double-checking your work.

- Use professional language and avoid using social media language and characters (i.e. don't use slang, text shortcuts, such as "u" instead of "you," emojis, emoticons).

- Use appropriate fonts.

- Use appropriate font-size: 12 font for papers (you can use 10 for tables); 11 or 12 in emails or discussion board posts.

- In emails, be brief. After greetings, but the most important point in the first sentence. Do not make the reader get halfway (or all the way) through the email before you present the reason for the email.

- In the discussion board, expand on your thoughts. Explain why you agree with them or why you think it's a great post.

- Give details to your discussion post. What was your source and what pages were you looking at?

A more comprehensive list of communication norms is posted on the course page on Blackboard.

Participation Ruberic

Excellent Performance	Fair / Average Performance	Unacceptable Performance
• Initiates information relative to topics discussed • Accurately exhibits knowledge of assignment content • Clarifies points that others may not understand • Shares personal experiences or opinions related to the topic • Offers relevant/succinct input to class • Actively participates in labs and class exercises • Demonstrates ability to apply, analyze, evaluate & synthesize course material. • Demonstrates willingness to attempt to answer unpopular questions • Builds on other students' contributions	• Participates in group discussions when asked • Demonstrates knowledge of course material • Offers clear, concise, "good" information on class assignments • Offers input, but tends to reiterate the intuitive • Attends class regularly	• Fails to participate even when specifically asked • Gives no input to discussions • Does not demonstrate knowledge of the readings • Shows up to class: does nothing • Distracts group/class • Irrelevant discussion

Statement on Academic Conduct and Support Systems:

Academic Integrity: The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct. Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations: USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services (RSVP)](#) - *(213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)](#) - *(213) 740-5086*
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*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services (OSAS)](#) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - *(213) 740-0411*

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

Diversity, Equity and Inclusion - (213) 740-2101
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
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) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.