

Interpersonal Dynamics

Syllabus

Spring 2024

31401-01

I. Course Overview

Improving personal knowledge and abilities in the following areas is crucial to becoming a more effective manager in today's ever changing, complex, and highly interdependent organizations. The goals of this course are to learn in a small group setting, how to:

- Use interpersonal communication skills to influence and lead the building of more open, effective, and rewarding relationships, even with people whom you may initially experience as difficult.
- Identify and pursue personal learning goals aimed at improving interpersonal communications.
- Becoming aware of and sensitive to your emotions and mental models (assumptions) learning to work with them in the moment.
- Work with the emotions of others and how to become sensitive and aware of them.
- 'Learn how to learn' via the continuous practice of risk taking, disclosure, and feedback skills in service of evolving learning goals.

The structure of this course is different from most. You will be a part of a group of 12 students that meet 3 hours each week over the course of the quarter. Additionally, there will be a weekend retreat from Friday evening through Sunday midday. You will have readings and a short lecture each week which lay the conceptual groundwork and introduce behavior skills. The lecture will also provide context for in-class exercises, which then generate material to practice within the T-group portion of class.

The first and last class of the quarter will be 4 hours long (extending the normal time by one hour) as they are quite time intensive.

T-group time does not have an agenda nor does it utilize simulations; it is an experiential laboratory. The expectation is that you use the T-group to **practice skills** (risk taking, disclosure,

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and feedback) in the service of your personal learning goals. Your learning goals will be your guide to how best to use your T-group experience. Weekly, when writing your Reflection Journal, you have the opportunity to update your personal learning goals based on new class and T-Group learnings.

The lectures will be given by me, a Clinical Associate Professor, highly trained in Interpersonal Dynamics. The T-groups will be facilitated by me and a co-facilitator who is also highly trained and experienced in this work. The cofacilitators' role is to help you learn in the T-group setting. **It is *not* their responsibility to make things happen; it is yours.**

My responsibility as your instructor/facilitator is to build a group and class atmosphere that promotes safety, personal risk taking, disclosure, and feedback in service of personal and group learning. We will honor the start and finish times for class/T-group meetings, and provide timely and thoughtful feedback on both your participation and your written work.

Your responsibility is to:

- **Attend every class/T-group, and the entire weekend retreat. No exceptions will be made for recruiting trips or family events. If you do not think you can be at all of the T-groups and the entire weekend retreat, this is not the time for you to enroll in this course.** Please note, that other than Covid, extreme illness, hospitalization, or a death in the family, you will lose one letter grade for missing a class. **Contagious illness still requires that you attend the session via zoom.**

More important than the grade reduction is that you will be degrading not just your learning, but that of the entire group.

- **Complete** Readings, Class Assignments, Journals. Your weekly journals must be completed and submitted within two days of the completion of your weekly T-group(s) (by 8:00 AM each Saturday). **Your Final Reflection Paper is due by 11:59 PM on the Friday of Finals Week.**
- **Be punctual and contribute** during the lectures/T-groups, and various subgroups that you will be asked to participate in throughout the term. This means that you will need to come to class fully prepared, since group discussions require forethought and written work. It is important to come on time since we often start with an exercise. If you are going to be late, please let me know in advance when at all possible. Note that leaving early from class sessions may result in grade demerits and that several tardies count as an absence. If you will be late for any reason, please inform me via text at 847-712-7873.

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- **Take risks, disclose, and give and receive feedback** in the service of your own and others' learning. This means pushing yourself to say things you might not ordinarily say, and to raise uncomfortable issues that are true and important, even if it may not make you look good to others. Admittedly, this can be difficult, and everybody will make mistakes (including me and my co-facilitator). But, if we don't experiment and try things that are new to us, little will be learned.
- **Share specific feelings** (emotions) about 1) What is happening to you, 2) What others do, and 3) How the group is going. Speaking out loud about these thoughts and feelings is fundamental to a successful T-group experience. In most other courses, it is not disastrous if students are silent; in a T-group, it is. Sitting back interferes with your learning and that of others.

I understand that recognizing and sharing feelings is challenging for many students. I don't expect you to be good at this right away as these are skills you will develop over the quarter. I do expect you to be willing to try and to work on developing this muscle. The more you experiment with blurting things out, the more you and others will learn.

You may at times find your experience therapeutic, but *this course is most definitely not therapy nor a Trauma Dump*. To be clear, your T-group experience is quite intense and, at times, it involves the expression of strong emotions. Its primary focus is on inter-personal issues, not intra-personal. *If you are in therapy, check with your therapist to determine if taking this course is appropriate at this time. It is important to note that this course is not a substitute for therapy in any way. If not, take stock of your current life situation and use good judgment about whether you are in a place to manage an emotionally evocative experience. It is important to note that this course is not a substitute for therapy in any way.*

If you have any question about whether you should take this course, please contact me right away. This course is exciting, stretching, personally satisfying, and even fun! You will find this one of the most rewarding courses in your Booth experience. While this course focuses on "soft" skills, it is definitely not an easy class and requires substantial personal and academic investment. You may want to take your current life stressors and struggles into consideration when deciding when or whether to apply.

II. Course Format

A. Meetings. There is one main weekly session (lectures and T-group) and a key weekend event:

1. Weekly class sessions will focus on interpersonal, open group time (T-group) with some interpersonal exercises interspersed throughout the quarter. There will be a few short lectures to land key concepts/models for the course that will complement the T-group time together. The first and last class will **extend by one hour.**
2. Intensive Weekend Retreat at the Q-Center
 - a. The retreat will start on Friday evening at **6:30 and go to 9:30 PM**
 - b. On **Saturday 9:00am-12:00pm, 8:30am-1:30pm, and 7:00-9:30pm. On Sunday, 9:00am-12:30pm.** As with all classes and T-group meetings, it is imperative that you attend these weekend sessions in their entirety.
Missing any session of the weekend will result in being graded down a FULL letter grade. Missing the **retreat in its entirety will result in a failure**
 - c. Please check on **competing student activities** as there will **be no allowances** made for you to leave the weekend and attend any other function.

B. Norms. Every group functions best when it has some basic agreed structure. In this T-Group you will be expected to agree to the following:

1. In order to protect everyone's health you agree to abide by University and Illinois State Policy regarding Covid precautions which includes masking, vaccination, and any other mandated policies.
2. The group will begin on time and end on time. You are expected to stay for the entire session and attend every session that the group meets. **Failure to attend the first class will result in an automatic drop.**
3. You will remain a member of the group for the entire quarter.
4. While a member of the group you will actively participate. Active participation consists of using your fair share of the time, telling the truth as best you know it, and using words to express yourself instead of using actions.
5. **Do not T-group outside of T-group.** Resist the temptation to process your T-group experience with any other member of class, outside of T-group time in class. This includes small group or support group meetings that may happen within the class period. Outside processing dilutes the impact of the T-group experience. We will talk more about this at the end of our first session so you

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can better understand the difference between T-group conversation and regular day-to-day interaction.

6. You will protect members' confidentiality, as they will commit to protecting yours. You may speak to anyone you wish about *your* experience, but you may not do it in a way that divulges anyone else's identity (which is more than a name) or personal information. We will go over confidentiality during our first session and decide together exactly what we want our confidentiality norm to entail. Please note: Gross violations of our confidentiality norm may be referred as a Violation of the Booth Honor Code pledge.

All Booth students are expected to participate and engage in class and through their written work, abiding by the University of Chicago Booth Honor Code Pledge. That basic statement is as follows:

"I pledge my Honor that I have not violated the Chicago Booth Honor Code during this examination."

C. Reading-Homework Assignments

The goal of the readings and homework is to introduce you to established and recent concepts and research that can be applied to interpersonal dynamics. The readings before a given class are assigned to increase your learning from the experiential activities you will engage in. The readings are also paced with different stages and issues that emerge in T-groups. You are expected to submit your reading-homework by 6:00 PM the evening before each class. Readings can be found on Canvas.

D. Reflection and Learning Journal Log

Your 'Reflection and Learning Journal Log' is a very important part of the course. Just "having experiences" can be fun, but 'learning to learn' in this context depends on deeper reflection and analysis. Your journal will help you take a closer look at your experiences, helping you make sense of what has happened and guiding you in adjusting your interactions in light of your personal learning goals and the overall goals of the course.

The Reflection and Learning Journal is another, more private, level of disclosure. Your Reflection and Learning Journal will be read and commented on by the professor and cofacilitator of another section of the course. You will receive written comments and feedback from them on your journals – feedback that is intended to deepen your learning and, most importantly, provide guidance and coaching as to how to fine tune your work in T-group to better meet your goals. Your journal also is a historical record (recorded over time) that will make more explicit, for you, your 'learning to learn' process.

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No one in your T-group (including me and my co-facilitator) will read what you write in your Reflection and Learning Journal. Only your readers will be accessing your journal. Use the journal to “speak” freely and experiment with different ways of understanding yourself and the T-group.

Additionally, please note that in this course we will be developing skills and knowledge that are important to discover and practice on your own and in real-time collaboration with your fellow students in T-group. For this course students are not allowed to use any AI tools, such as ChatGPT or Dall-E 2 to complete their assignments. Students are expected to present work that is their own without assistance from others, including automated tools. If English is not your first language and you are worried about how you present yourself in written assignments, please know that I and your journal reader are grading on your authentic unique thoughts, reflections, feelings and experiences as you progress through the quarter. We are not concerned about the accuracy of English grammar, vocabulary, etc. as long as you are truly expressing yourself to the best of your ability.

You must submit your Reflection and Learning Journal within two days after the completion of each weekly T-Group, by 8:00am.

Journal Guidelines

The questions posed are intended to give structure to your reflection and help you unpack your experiences. You are expected to answer **all** of the questions each week.

Critical Events:

Start each journal entry by noting three or four “critical events” from your most recent T-group and/or in-class exercises. These are moments that evoked the strongest reactions for you.

Capture each critical event in just one or two sentences. Try to focus on interactions you were involved in in some way, though you might also include moments from T-group in which you were very stirred up but did not express your reactions. An example might be, “When Mary was speaking, I found myself getting very annoyed”. The rest of your journal will include your elaborations on these events. Naming them upfront simply sets the stage and gives some context for your reader for the journal entry that follows. Doing this will also jog your memory when you are ready to complete the rest of your journal. *Complete this section of your journal as quickly as possible after T-group, while your memory of the events is still fresh.*

Then, for each of these items, address the following questions

A. What happened and how did you react?

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1. What exactly happened? What did you say and what did you *not* say? What overall feelings and reactions did you have in response to the exchange? Which of these did you express?

Example: "When Mary was speaking, I got very annoyed but held back from saying anything as I did not want to hurt her."

2. If you had feelings and reactions that you did not express, explore why you didn't. What were your concerns about sharing your reactions? What assumptions were you making about others or the group that influenced your decision not to share?

Example: "I didn't want to hurt her feelings and I assumed that telling her would be hurtful."

3. Go into some detail about *specific feelings* you had toward *specific people*.

B. Making sense of your experience: *This question requires the most reflection and to which you should devote **the most effort and space each week**.* It has two parts:

1. The first is: *What have you learned about yourself?* You will likely begin with "Why?" questions, such as "Why did I get so mad at Danielle?" "Why does Camille evoke such a strong feeling of closeness and identification in me?" "Why do I tend to back away from situations like that?" "Why am I afraid to say anything to Dmitry?" Perhaps you will see connections to past experiences, conditioning, beliefs or values that reveal your "filters" or selective attention or assumptions.

Example: "I realized that I held back from Dmitry because he reminded me of a friend from high school who I expressed myself to and he stopped being my friend. I was afraid Dmitry would do the same."

2. The second is: *What have you learned about interpersonal dynamics?* For example, what have you learned about what creates trust? Safety? Closeness? Defensiveness? Distance? And/or, more specifically, what have you learned about the particular dynamics between you and other individual(s) within T-group? What is happening that causes you to miss one another? Or what is happening that is particularly facilitative of meeting one another and connecting?

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Based on your experience in the one or two T-groups you are covering in this journal entry, which concepts from class readings or mini-lectures might apply? How is your experience similar to or different from what the readings or I claim?

Though I highly recommend, as noted above, that you jot down the critical events from T-group as soon as possible afterward, you might want to let things percolate for a day or so before writing this "B" section. That will give space for the experience to soak in and for you to reflect and make sense of it.

C. What application does this have to your life? How might you use what you have learned in the future, in your personal or professional life? How does what you have learned help you make sense of something that has happened in the past? *A short paragraph or a few sentences covering this question will suffice.*

D. Learning goals for next week:

1. What actions did you take last week to work on the goals you set? What more might you try? What feedback can you request from others in your next T-group that can help you assess the impact of what you tried?
2. What do you want to say or do in next week's T-group meeting(s) that will further your learning, contribute to others' learning and/or help develop the group? This is not an easy task. Taking the time to set *specific* goals (i.e., *with whom will you do what*) can substantially increase your readiness to participate in your next group.
3. Periodically consider exploring the progress you are making on goals you set at the beginning of the quarter. How might you wish to change them?

E. A final thought or two: You can use this final section of the journal for a random comment or two regarding anything that you need or want to express that doesn't fit neatly into the structure that I've outlined here. Please just be mindful of the page limit for your journals if you choose to add something here. It is not required that you do so.

A note about the grading of journals: It is important to know that the journal writing, and the readers' comments, are for your growth and development throughout the course. You will get the most out of the process if you write candidly and freely, knowing that only you and your reader will lay eyes on what you have written.

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At the same time, the journal is a required aspect of the class and your reader will be assigning a grade for me to factor into your final grade for the class. Please know that their feedback to me will be based not on any value judgment or preconceived ideas about how you “should” be feeling or what you “should” be thinking about your T-group experience. The grading will be based solely on how thoroughly and thoughtfully you have addressed the first four areas outlined above. First and foremost, your reader is there as a coach for you. Their feedback to me regarding the grade will simply reflect to me your diligence and the seriousness with which you have taken the task at hand.

E. Grading Process

- 10% of your grade will be on your homework
- 30% on your Reflection and Learning Journal Log
- 30% on your Final Reflection Paper
- 30% on your class/T-group participation

Grades are given for all students. The course cannot be taken pass/fail. The grading methodology strongly correlates with active participation. **Students who are less verbal will be at a disadvantage.**

The following are examples of what will likely lower your grade and most importantly, minimize your opportunities to learn and detract from your classmates learning as well:

- Not doing the Reflection and Learning Journal.
- Incomplete or minimal journal entries.
- Being more an observer than participant.
- Minimal reflection in final paper.

Demerits can potentially drop your grade down one level. Demerits are awarded for:

- Missing a T-group session
- Being late for several classes
- Missing part of the weekend drops your grade down one level (for each segment missed)

The following are examples of what will strengthen your grade:

- Consistent, valuable contributions to the group that help the group progress.
- Willingness to be known.
- Good written work and class participation.
- High involvement.
- Exceptional performance in pushing yourself.

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- Demonstrating consistent stewardship of the group.

F. Office Hours

I do not keep regular set office hours. However, I welcome talking by phone or meeting with you using Zoom – about the course, questions you have, how you might get more from this experience, etc. You can schedule a time by sending me an email (see header) to set up an appointment. My schedule is quite flexible, and I will make every effort to set up a time to talk that is convenient for you.

G. Confidentiality Limits

In the teaching of this Interpersonal Dynamics course, assuring that your confidentiality is maintained is very important. Confidentiality helps create a safe environment in which you can grow and learn without fear of repercussions. To that end, your journal entries, assignments, and what you say in T-group will be kept as confidential as possible. As previously noted, to maintain confidentiality, only the assigned Professor or co-facilitator will read your Reflection and Learning Journal. At the same time, for various safety and legal reasons there are limits and exceptions to complete confidentiality that you need to be aware of:

- 1) The faculty member meets with other faculty members of this course to discuss T-group behavior of individuals. This discussion is aimed at protecting the safety and learning of all the T-group members.
- 2) In certain situations, out of ethical and legal concerns, and following consultation with you, we may be compelled to provide the information to the appropriate university agencies or personnel. The same exceptions to confidentiality rules apply to disclosures you make during T-group sessions and journals, regardless of the norms you have established with your T-group. The following behavior compels such action:
 - a. If you pose a danger to yourself, someone else, or another's property
 - b. If you disclose ongoing abuse or neglect of children, the elderly, or dependent adults by you or someone else
 - c. If you report an instance in which a University of Chicago community member sexually harassed or assaulted you or another member of the University community. In this case, I am obligated to make a referral to the University Title IX office which will contact you to ensure you know what resources are available including actions that you (at your sole discretion) can take.

There are also situations, which have been fairly common, where a member of the group divulges past incidents of sexual harassment or abuse. In those instances, recognizing that such memories can be triggering, I will want to be

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sure that you are given access to resources which can be helpful. I will send you an email detailing resources for you to pursue as you wish. There are situations in which I will loop-in the Title IX office of the University to ensure that you are apprised of all the resources available to them. In no case, will that office nor anyone from ID involve outside authorities or press you to take any action. You are fully at choice.

In the same vein, there are specific discussions, which should they emerge in T-group, need to be stopped and re-directed to the appropriate resource. Specifically, there can be no discussions in T-group (or in any other portion of class) of allegations of university policy violations or illegal behavior.

H. Accommodations for Disabilities

The University of Chicago is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the University's programs or services, please contact Student Disability Services as soon as possible. To receive a reasonable accommodation, you must be appropriately registered with Student Disability Services. Please contact the office at 773-702-6000/TTY 773-795-1186 or disabilities@uchicago.edu, or visit the website at disabilities.uchicago.edu. Student Disability Services is located at 5501 S. Ellis Avenue.

If you have an approved accommodation from Student Disability Services that you plan to use in this course, please contact Academic Services (AcademicServices@lists.chicagobooth.edu) as soon as possible. Academic Services will provide support to you and your instructor and coordinate the details of your accommodations on your behalf.

31401-01 Interpersonal Dynamics
Course Schedule
Spring 2024

Week	1	2	3	4	5	6	7	Weekend Retreat	8	9
Date	3/21/24	3/28/24	4/4/24	4/11/24	4/18/24	4/25/24	5/2/24	5/3/24 6:30pm- 5/5/24 12:30pm	5/9/24	5/16/24
Assignments Due	3/19/24 8:00pm	3/26/24 8:00pm	4/2/24 8:00pm	4/9/24 8:00pm	4/16/24 8:00pm	4/23/24 8:00pm	4/30/24 8:00pm		None Following Weekend	5/14/24 8:00pm
Journals Due	Saturday 8:00am	Saturday 8:00am	Saturday 8:00am	Saturday 8:00am	Saturday 8:00am	Saturday 8:00am	Tuesday 8:00am (includes your weekend experiences)		Saturday 8:00am	

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Week 1

This first session will be 4 hours long as there is much to cover!

Goals, Norms and Initial Exchanges

FIRST CLASS

8:30 am– 12:30 pm

Read: *"The Week at Inverness"* by Bradford and Aronson
"T-group and the Nature of Experiential Learning"
by Bradford and Huckabay
"Five Levels of Communication" by Francisco
"Good Communication that Blocks Learning" by Argyris
"What Makes a Leader" by Goleman

Due: Assignment#1: Expectations
Assignment#2: Learning Goals

Upcoming: Journal #1 (covering today's T-group) due by
8:00AM Saturday following class

MISSING THE FIRST CLASS AUTOMATICALLY DROPS YOU FROM THE COURSE.

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Week 2

Communication & Feelings

This class is devoted to noticing the ways in which you respond to others and the degree to which you encourage greater disclosure, understanding and connection.

Class 2:

Read:

"Communication—It's Different Than Talking" Bradford and Huckabay
"Words can be Windows or Walls" by Rosenberg
"Can Emotions be Intelligent?" by Goleman
"Feelings: An Emotion, Not An Opinion" by Bradford and Huckabay
"Vocabulary of Feelings" by Hammond, Hepworth and Smith
"The Impact of Direct & Indirect Communication" by Joyce

Optional: *"Asymmetries: Women and Men Talking at Cross Purposes"* by Tannen (we are aware that this article is dated and stresses a gender binary that research does not support. It does however, speak to communication styles, independent of gender, that many students have found helpful)

Due:

Journal Entry #2 (due 8:00am **Saturday**)
Assignment #3: EQ and Communication Style

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Week 3

Feelings & Being Known: Decisions About Self-Disclosure

Class 3:

Read: *"Being Known"* by Bradford and Huckabay
"Have Your Feelings or They Will Have You" in
Difficult Conversations by Stone, Patton and Heen
"Authenticity Paradox" by Ibarra (HBR)
"Psychological Safety" by Dexter

Watch: Brene Brown TED Talk on vulnerability:
<https://www.youtube.com/watch?v=iCvmsMzIF7o>

Due: Journal Entry #2 (due 8:00am Saturday)
Assignment #4: Self Disclosure
Assignment #5: Being Fully Oneself
Assignment #6: Identifying & Expressing Feelings

Week 4

Feelings & Feedback

Class 4:

Read:

"Introduction" in How Do You Feel? By John Wood
"Giving and Receiving Feedback: It Will Never Be Easy, But It Can Be Better" by Porter
"Introducing the Pinch Theory" by Bradford, Robin and Dexter
"How We Connect Emotionally" in The Relationship Cure by John Gottman and Joan DeClaire
"Empathy is the Most Important Leadership Skill According to Research" by Brower (Forbes)

Watch: Brene Brown TED Talk on Empathy (very short!)
<https://www.youtube.com/watch?v=1Ewvgu369Jw>

Due: Assignment #7: Feedback and Feelings

Upcoming: Journal #4 due by 8:00am on Saturday

Week 5

Support Trio Formation

Class 5:

Read:

"Support is Not Protection" by
Bradford and Huckabay

*"Google considers this to be the most critical trait
of successful teams"* by Shana Lebowitz

*"What Google Learned From Its Quest to Build the
Perfect Team"* The New York Times (on Canvas)

WSJ Article: *"Your Next Boss"*

Watch: Kristin Neff at TEDxCentennialParkWomen -The
Space Between Self-Esteem and Self Compassion:
<https://www.youtube.com/watch?v=lvTZBUSplr4>

Due: Assignment #8: Support Group Formation
(complete prior to class and print out a hard copy)

Upcoming: Journal #5 is due by 8:00am Saturday

Week 6

Connecting Across Differences

Class 6:

Read:

"Demographics" by Bradford and Huckabay
"Disarming Racial Microaggressions" by Sue, et. al.
"Like many Asian Americans, I have long spurned my full name. A wave of racism made me say: No more" by Marian Chia-Ming Liu (Washington Post)
"The Measure of Humanity" by Wilkerson
(Optional) *"White Fragility and the Rules of Engagement"* by Diangelo
(Optional) *"The Plight of the Office Introvert"* by Hauser

Watch: Stereotype Threat – A Conversation with Claude Steele:

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

Chika Okoro at TEDx Stanford – Confessions of a D Girl: Colorism and Global Standards of Beauty:

<https://www.youtube.com/watch?v=fvoWoMlwr-g>

Microaggressions shorts

<https://www.mtv.com/news/7xwowv/look-different-microaggression-videos>

There's No Need to be Awkward! Disability awareness

<https://www.youtube.com/watch?v=Gv1aDEFIXq8>

Color Blind vs. Color Brave

https://www.ted.com/talks/mellody_hobson_color-blind_or_color_brave

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Due by class today: **Assignment #9:** Connecting Across Differences
(Note: there is nothing to hand-in for this assignment.)

**Due following class
and submitted by Friday:**
Assignment #10 Connecting Across Differences
(to hand-in after class).

Due: **Journal 6**

Week 7

Power, Influence and Authenticity

This module is devoted to ways in which you exercise interpersonal influence and the underlying beliefs that may inhibit being more influential. To increase your influence, consider new behaviors you can try.

Also, preparing for the weekend, consider both your own progress toward your goals as well as what your T-group may need to maximize learning for all members in our remaining time (remember, next week is the final T-group).

Class 7:

Read: *"The Power of Talk"* by Tannen
"Leadership Excellence and the Soft Skills: Authenticity, Influence and Performance" by Bradford and Robin
"Connect, Then Lead" by Cuddy et al
"Power Talk" by Bradford & Cohen

Due:

Journal #7 is due Tuesday 8:00am and includes the last T-group and the Weekend Retreat)

Assignment #11: Interpersonal Influence

Assignment #12: Power and Influence

Assignment #13: Preparing for the Weekend
(November 10)

(Please have both assignments available for your use during the retreat)

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INTENSIVE WEEKEND RETREAT AT Q CENTER, in St. Charles, IL
Attendance at this weekend retreat in its entirety is mandatory.
Transportation and meals will be provided.

FRI		6:30 - 9:30 PM
SAT	<i>MORNING SESSION:</i>	9:00 AM - 12:00 PM
	<i>LUNCH BREAK:</i>	12:00 PM – 1:30 PM
	<i>AFTERNOON SESSION:</i>	1:30 PM – 4:30 PM
	<i>DINNER BREAK:</i>	4:30 PM – 7:00 PM
		(MEET WITH SUPPORT TRIO FOR 60 MINUTES OF THIS TIME)
	<i>EVENING SESSION:</i>	7:00 PM – 9:30 PM
SUN		9:00 – 12:30 PM

Due: Assignment #13: Preparing for the Weekend (**due 6 p.m. Friday night**)
(Please have both assignments available for your use during the retreat)
Assignment #14: Introspection and Transfer Part I

MISSING A SIGNIFICANT PORTION OF THE WEEKEND WILL RESULT IN A FAILING GRADE

Note that the final T-group will be next week. The session on Week 9 will focus on transfer of skills and an Honorable Goodbye.

Week 8

Introspection and Transfer

Class 8:

Read:

There is no reading for this week as it follows the Weekend Retreat. *You may, however, want to get a jump start on readings for Week 9, as they are relevant for the assignment that is due next week.*

Due:

Assignment #15: Introspection and Transfer Part II
Assignment #15, due Week 9, requires some interpersonal activity (applying what you've learned) prior to completing the assignment. Make sure you allow yourself the time needed to do the activity needed to complete the written assignment. The holiday break may be the ideal time to test your skills!

Due: Journal #8

Week 9

Closing and an Honorable Goodbye

This Monday involves more structured activities designed to bring closure to this experience.
This is a 4-hour meeting.

Class 9 :

Read:

"Can People Change?" by Bradford & Huckabay
"Teaching Smart People How to Learn" by Argyris
"What Makes a Leader" by Goleman (just a second look. You already saw it at the beginning of the course.)
"Why Diversity Programs Fail"

Due:

Assignment #16: Final Feedback
Assignment #15 Introspection and
Transfer Part II

Final Feedback and an Honorable Goodbye

Final Paper Due Date: May 24

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