

**MGMT 556: TEAMS AND LEADERSHIP IN ORGANIZATIONS**  
**AUGUST 18- 22, 2008**

**Course Information**

This course focuses on the skills you will need to effectively lead and manage work teams. Our class may be different than other courses you may have encountered. We will take a decidedly experiential and applied approach to examining this topic. Our goal in this course is to learn how to translate theories into more specific competencies that will improve your ability to lead and manage groups and teams. We will feel successful if you walk away at the end of the semester with some usable skills that you can apply throughout your organizational lives.

To enhance your competence in these areas we'll first identify the critical skills, briefly review the literature, and practice the skill to improve your effectiveness. Much of our class time will be devoted to cases and group exercises. The foundation for learning in this class comes from your reflection and analysis of your behavior in these cases and exercises, as well as from completing the assigned readings. Typically, we will not even cover the course notes during class time; they are provided to you as a resource. The more energy you devote toward reading, participation, reflection, and analysis, the greater your learning will be.

**Requirements**

**Class Attendance.** This course will require that students *come prepared to class*. Since most of the learning in this class takes place through the course exercises, attendance is vital. There is no way to reliably make up for the lost experiences. Notice that you'll also lose participation points for any class time you miss. *Plan in advance to be in class.*

**Class Preparation and Participation.** The experiential nature of this class requires that students come prepared to class. Students are expected to come prepared and make contributions to the class exercises, cases and discussions. The class participation segment of your grade will be based upon the *quality* of your contribution to class discussions. *Please participate!* It is absolutely essential to the class. For this reason, half of your course grade will be determined by participation.

Most of the course materials are available in the course packet. There is one exception. In a few places the cases have multiple parts. Unless otherwise instructed, *only read the first part of each case*. Subsequent portions will be handed out to you in class and are not in the course materials.

**Grading.** As noted above, 50% of your grade will come from class participation. The other 50% will come from a personal learning summary of 9-11 pages (double-spaced, 12-point type, one inch margins). The purpose of the summary is to integrate what you

have personally learned about yourself and others in the course, as they relate to leadership. The Learning Summary will be written by you to the instructors. It will be a confidential document. Grading will be based on the comprehensiveness of your analysis and integration of relevant course materials. We do not really value mere description of events but want in-depth analysis (e.g., why, how, etc.). An important element of the Summary is specific mention and reference to the readings required for the course. In this regard, we expect a separate “reference” section (not included in the page limit noted above) that lists the readings you use to support your points in the Summary. This reference section should include the specific page numbers you are relying upon. All of these elements are required for the paper. General advice: It is probably better to go in detail about the major three to five items you have learned in class, rather than write more superficially about every topic covered in class.

### **Monday, August 18: 9:00 AM to 4:00 PM**

#### **Topic 1: What is a “leader”?**

Mintzberg, H. (1990). The Manager’s Job: Folklore and fact. *Harvard Business Review*, March-April, 163-176.

Zaleznik, A. (2004). Managers and Leaders: Are They Different? *Harvard Business Review*, January, 74-81.

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#### **Topic 2: Vision**

Collins, J. C., & Porras, J. I. (1996). Building Your Company’s Vision. *Harvard Business Review*, September-October, 65-77.

Crotts, J. C., Dickson, D. R., & Ford, R. C. (2005). Aligning organizational processes with mission: The case of service excellence. *Academy of Management Executive*, 19, 54-68.

Exercise: Alligator River (Handed out in class)

Case: Cypress Semiconductors (A), Cypress Semiconductors (B) (*Only read the A Case before coming to class. We will read the B case when we are in class.*)

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#### **Topic 3: Team Building**

Personal Survey: (handed out in class): This survey is due at the beginning of class two.

Katzenbach, J. R., & Smith, D. K. (1993). The Discipline of Teams. *Harvard Business Review*, March-April, 111-120.

Greenberg, P.S., Greenberg, R. H., Antonucci, Y. L. (2007). Creating and Sustaining Trust in Virtual Teams. *Business Horizons, Kelly School of Business*, 50, 325-333.

Exercise: Building a Bridge (Handed out in class)

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## **Tuesday, August 19: 9:00 AM to 4:00 PM**

### **Topic 4: Empowerment**

Argyris, C. (1998). Empowerment: The Emperor's New Clothes. *Harvard Business Review*, May-June, 98-105.

Hamel, G. (2000). Waking up IBM: How a Gang of Unlikely Rebels Transformed Big Blue. *Harvard Business Review*, July-August, 137-146.

Simons, R. (1995). Control in an Age of Empowerment. *Harvard Business Review*, March-April, 80-88.

Exercise: When do I participate?

Video Case: The Challenge of Self-Managed Teams

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### **Topic 5: Power & Politics**

Greene, R., & Elffers, J. (1988). The 48 Laws of Power. New York: Viking Books

Kotter, J. P. (1977). Power, Dependence, and Effective Management. *Harvard Business Review*, July-August, 125-126.

Case: Black Caucus Group at Xerox

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## **Wednesday, August 20: 9:00 AM to 4:00 PM**

### **Topic 6: Negotiation**

Cullinan, G., Le Roux, J.M., & Weddigen, R.M. (2004). When To Walk Away From A Deal. *Harvard Business Review*, April, 96-104.

Ertel, D. (2004). Getting Past Yes: Negotiating As If Implementation Mattered. *Harvard Business Review*, November, 60-68.

Ertel, D. (1999). Turning Negotiation into a Corporate Capability. *Harvard Business Review*, May-June 55-70.

Exercise: Gas Station Game (Handed out in class)

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### **Topic 7: Managing Conflict**

Robbins, S. P. (1978). “Conflict management” and “conflict resolution” are not synonymous terms. *California Management Review*, Winter, 67-75.

Weiss, J., & Hughes, J. (2005). Want collaboration? Accept – and Actively Manage – Conflict. *Harvard Business Review*, March, 93-101.

Exercise: How Do *You* Resolve Conflict?

Case: Conflict Management Mini-Cases (Handed out in class)

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**Thursday, August 21: 9:00 AM to 4:00 PM**

### **Topic 8: Leading Change**

Kotter, J. P. (1995). Why Transformation Efforts Fail. *Harvard Business Review*, March-April, 59-67.

Kotter, J. P., & Schlesinger, L. A. (1979). Choosing Strategies for Change. *Harvard Business Review*, March-April, 106-114.

Case: Leading Change at Simmons (A), Leading Change at Simmons (B) (*Only read the A Case before coming to class. We will read the B case when we are in class.*)

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## **Topic 9: Social Perception**

Eagly, A.H., & Linda, L.C. (2007). Women and the Labyrinth of Leadership. *Harvard Business Review*, September, 63-71.

Tannen, D. (1995). The Power of Talk: Who Gets Heard and Why. *Harvard Business Review*, September, 138-148.

Ely, R.J., Meyerson, D.E., & Davidson, M.N. (2006). Rethinking Political Correctness. *Harvard Business Review*, September, 78-87.

Exercise:

*[Before class, please go to the IAT (Implicit Attitude Test) website at:*  
<https://implicit.harvard.edu/implicit/demo/>

*Complete the IAT on Race, and then, if you have time, on Age and Gender. At the end of the test, you will receive individual feedback that looks like this:*

**Your data suggest a \_\_\_\_\_ automatic preference for \_\_\_\_\_**

You will also see a distribution of results of thousands of previous test takers. We will explain in class what an “automatic” preference is and the method used to elicit it

Note: You will not be asked to disclose your test results in class—they will remain private! This test is meant to inspire your own introspection.

Tips on taking the test: You should try to answer the questions as quickly as possible.

Because you will need to concentrate, you should take the test in a quiet place, or at least one in which you will not be disturbed.

Case: Ann Hopkins

Mini Case: Managing a Public Image: Rob Thomas.

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**Friday, August 22: 9:00 AM to 4:00 PM**

## **Topic 10: Leadership During a Crisis**

Augustine, N. R. (1995). Managing the Crisis You Tried to Present. *Harvard Business Review*, November-December, 147-158.

Brenneman, G. (1998). Right Away and All at Once: How We Saved Continental. *Harvard Business Review*, September-October, 162-179.

McGregor, J. (2006). Gospels of Failure. In M. N. Vamos & D. Lidsky (Eds.), *Fast Company's Greatest Hits: Ten Years of the Most Innovative Ideas in Business* (pp. 291-299). New York: Portfolio.

Case: Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the *Endurance*

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### **Topic 11: Leadership and Decision-Making**

Keeney, R.L., Raiffa, H., & Hammond J.S. (2006). The Hidden Traps of Decision-Making. *Harvard Business Review*, January, 118-126.

Snowden, D.J., & Boone, M.E. (2007). A Leader's Framework for Decision- Making.

*Harvard Business Review*, November, 68-76.

Case: Carter Racing

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