

Leading Teams

(MAN6930 - SEC 1B98)

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Class meeting: **Mondays & Wednesdays, 1:55 – 3:50 pm**
Class location: Hough (HGS) 140

Course Description and Objectives:

The primary objective of this course is to equip you with the knowledge and tools necessary to successfully lead high-performing teams and organizations. You will be exposed to cutting-edge research in management, psychology, and economics aimed to help you diagnose team and organizational problems, to understand the complexity of the environment in which such groups are embedded, and to lead in ways that benefit not only team members but also the larger organization.

Since all leaders are simultaneously team-members (think of top management teams), this course focuses on two team aspects. First, this course will expose you to state-of-the art theory, research, and practice about *interpersonal processes* in team settings that influence team effectiveness. More specifically, you will learn about team dynamics such as communication, conflict management, and decision making and how they can make or break team performance. This approach aims to develop the necessary knowledge and skills that you will need in order to be an effective team member. Second, this course will expose you to theory, research, and practice about how to *be an effective leader*. Specifically, you will learn about different leader styles and behaviors that facilitate team performance. This approach aims to develop the necessary knowledge and skills that you will need to effectively lead goal-directed teams. Whether or not you plan to pursue a management career, the skills taught in this class (e.g., being an effective team member and an effective leader) form a competitive advantage in today's workforce.

Course Design:

This course is highly participative and will use readings, business-cases, experiential exercises, and film studies to introduce you to cutting-edge research and practice on leading teams.

Course Evaluation:

Your course grade is a function of your individual and team performance. This evaluation method is designed to reflect “real-life” organizational performance assessments, where leaders are evaluated not only for their individual competencies but also for their ability to effectively influence others to make effective decision and to attain commonly valued goals. There are four components to the course grade:

- 1) Class Contribution (10%)
- 2) Leadership Simulation & Reflection (25%).

- a. *Due to technical and administration logistics, the simulation can only be taken in class and on the date specified in this syllabus. If you cannot be in class on this date, you should consider dropping the class.*
- 3) Team Case Analyses (25%)
- 4) Final Exam (40%)

Class Contribution (10%): Class participation facilitates application and integration of acquired knowledge and is expected in this class. To prepare for class discussions, it is important that you read the assigned materials and complete your assessments *before class*.

You will also complete three scientifically validated assessments that will evaluate your personality, leadership beliefs, and teamwork. The purpose of these assessments is to provide you with personalized feedback on team and leadership-relevant concepts discussed in class. The feedback that you will receive on these assignments will complement materials covered in class lectures. All data will be confidential and only information aggregated at the class level will be discussed in class.

Your class contribution will be graded using several criteria:

- 1) Quality of your class participation. The following activities will contribute positively to your class participation:
 - a. You should complete the readings before class and be ready to participate in class discussions about the concepts and problems discussed in the readings.
 - b. You should apply theory and concepts from the readings and lectures to the analysis of cases and problems discussed in class.
 - c. You should engage with other class members in discussions.
 - d. Your contribution should move the class discussion forward.
 - e. You should be able to present and discuss your case analyses in class.
- 2) Completion of personality and leadership assessments on time.
 - a. It is of paramount importance that you complete the assessments on time; otherwise I will not be able to provide you with personalized feedback reports. *Late assignments will not be accepted.*
- 3) Contribution to group projects as evaluated by your team members.
 - a. Your team members will evaluate your contribution to each team project and I will consider their ratings when grading your class contributions. All individual ratings are confidential.

Throughout the course, I will raise “cold call” questions to stimulate participation, to encourage adequate preparation, and to ensure that different perspectives are shared in class.

Leadership Simulation and Reflection (25%): Your team will engage with a computer-based simulation that illustrates some key team and leadership concepts covered in class. Reflecting on this experience, your team will prepare a short report (no more than 3 double-spaced pages, 12-point New Times Roman, 1-inch margins) highlighting key challenges faced, opportunities explored, and lessons learned during this episode. Grading of this assignment will be based on team performance during the simulation, as well as application of class concepts and materials in the reflection report. You will be provided with questions aimed to guide your reflections.

Team Case Analyses (25%): You will complete two team projects in which you will analyze and provide a solution to a business case. These two projects aim to provide you with an opportunity to apply class concepts and materials as well as to learn from your class-mates' expertise and insights. Your analysis of each case will be summarized in a report (no more than 6-double-spaced pages, 12-point New Times Roman, 1-inch margins). You will be provided with specific questions to consider for each case. *Late assignments will not be accepted.*

I will consider the following when grading your team case analyses:

1. *Case Questions:* Did your team adequately answer the questions provided for the case?
2. *Application of Theory:* Did your team adequately apply theory covered in class lectures and readings to identify problems and provide solutions?
3. *Reliance on Data:* Did your team use data in making inferences about the problems described in the case?
4. *Quality of Solution:* Did your team provide logical and practical solutions to the problems discussed in the case?
5. *Writing Clarity:* Was your team's submission well-organized, well-written, and clear?

To address the issue of equity for team assignments, you will be asked to evaluate the contribution of each team member to each group project. If I am convinced that someone did not pull their weight in the project, I will reduce that person's grade accordingly. Your ratings will be confidential.

Final Exam (40%): The final exam will be based on readings and concepts covered in class. It will consist of a mixture of multiple choice questions and short answer essays. If missed, exams can only be made up with written, verifiable documentation.

Class Considerations and Professionalism:

1. Class attendance is expected. This is a highly participative class with in-class exercises and your absence will impact not only the quality of class discussions but also the performance of your team. Missing class will result in a deduction of 5% of your final grade per each class missed. This is in addition to deductions from your class-contribution score. If you will miss class for an unavoidable reason (e.g., verifiably medical reason), please notify me at least 48 hours in advance, so I can make arrangements for class assignments.
2. Please attend class on time and do not leave early. Such interruptions detract from class quality and disturb classmates. Each offense will result in deductions of 2% of the final grade.
3. Except when required for class, please refrain from using technology during class (e.g., smartphones, laptops, tablets etc.). Research suggests that use of technology for non-related class activities hinders class learning and performance. Importantly, use of technology also distracts those around you and interferes with class quality.

Course Outline and Required Readings:

There is no textbook required for this course. References of assigned readings will be posted on the course's website in Canvas ahead of time. UF pays for these readings, so that will save you money. In addition to these readings, there is a coursepack that contains the team simulation as well as class cases. You will need to purchase these and the coursepack link is:

<http://cb.hbsp.harvard.edu/cbmp/access/56046904>. You will need to register with Harvard Publishing (for free) before you are able to purchase the coursepack. We will go over this information in class as well.

*****Course Outline**

*****Please note that the following course outline represents my current plans and teaching goals for this class. The topics and reading list may change as we go through the semester to enhance class learning opportunities. Such changes will be communicated to you in advance.**

Date	Class	Lecture	Lecture Topics	Class Readings	Assignments
24-Oct	1	Introduction	Evidence based management & the language of leadership	1) Why hard-nosed executives should care about management theory 2) Management half-truths and nonsense	
26-Oct	2	Composing High Performing Teams	Selecting team members & choosing leaders	1) Making star teams out of star players 2) Sports teams as a model for workplace teams	<i>Personality Assessment</i> Due by Oct 25th at 8:00 pm
31- Oct	3	Motivating Teams (Part 1)	Designing motivating tasks	1) On the folly of rewarding A, while hoping for B 2) Goals gone wild	<i>Leadership Styles Assessment</i> Due by Oct 30th at 8:00 pm
2-Nov	4	Motivating Teams (Part 2)	Leaders as team motivators	1) Harnessing the science of persuasion 2) The necessary art of persuasion	
7-Nov	5	Case: Growing Managers	Transitioning from team member to team leader	Prepare to discuss the case in class	
9-Nov	6	Everest Simulation	Working as a team in real time	1) Everest simulation preparation module	
14-Nov	7	Making Decisions	Decision making biases & efficient decision making	1) Why teams don't work 2) Before you make that big decision... 3) Outsmart your own biases	<i>Team Simulation Reflection</i> Due by Nov 12th at 8:00 pm
16-Nov	8	Managing Conflict	Facilitating team dynamics	1) How management teams can have a good fight	

				2) Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis	
21-Nov	9	Learning & Adapting	Managing team performance	1) Leading teams when the time is right 2) Why leaders don't learn from success	
23-Nov	<i>Thanksgiving Break – No Class</i>				
28-Nov	10	Strengthening Relationships in Teams	Leadership styles in teams	1) What leaders really do 2) What makes a leader	<i>Case: Army Crew</i> <i>Due by Nov 26th at 8:00 pm</i>
30-Nov	11	Leading Change	Leading teams	1) Leading change 2) The hidden advantages of quiet bosses	
5-Dec	12	Case: The perils and pitfalls of leading change	The challenges of leading cross-functional teams	Prepare to discuss the case in class	<i>Leadership Beliefs & Teamwork Assessment</i> <i>Due by Dec 4th at 8:00 pm</i>
7-Dec	13	Class Review & In-Class Activity			<i>Case: MediSys Corp -The IntesCare Team</i> <i>Due by Dec 12th at 8:00 pm</i>
14-Dec	14	<i>Final Exam</i>			

Special Needs:

If you need accommodation for a physical, emotional, or learning disability, please notify me as soon as possible so that proper arrangements can be made. As per UF policy, students who need special accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>).

Academic Honor Code:

Academic honesty and integrity are fundamental values of the University of Florida community and they are expected in this class. If you are familiar with class readings or exercises, please refrain from discussing your knowledge with other students as this can impede their learning experience. Sharing class-information about your experience with cases and exercises (in any section) is an honor code violation.

Please make sure to read the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

You will be held to the highest standard of ethical conduct and integrity.