



**Alfred Lerner College
of Business & Economics**

DEPARTMENT OF BUSINESS
ADMINISTRATION

BUAD 873

**ADVANCED TOPICS
IN LEADERSHIP AND
TEAMS**

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Office Hours: By Appointment

COURSE OVERVIEW AND OBJECTIVES

Welcome! Groups, teams, and leadership are some of the most important topics facing students attempting to enter (or already a part of) a workforce that is increasingly focused on the accomplishments of collectives. Nearly everything accomplished in our society is done through working with others since it is unlikely any given individual has the cognitive or physical capacity to accomplish many of the things he or she wants, or to advance society, on his or her own.

In this course, we will take multiple approaches in order to provide you with a greater understanding of how work teams function and how you can act as a leader. To do this, we will assess current scientific knowledge about groups, teams, and leadership. Then, we will recreate some of the seminal studies lending insight into these topics. Finally, we will apply our knowledge to a series of cases studies focusing on life in actual organizations.

In this way, we will translate the current scientific body of knowledge into an actionable, real-world understanding of organizations as well as the leaders and groups within them. After completing this course, you will:

- (1) Develop an appreciation of the complexities of group behavior within organizations
- (2) Understand key concepts and theories related to leadership, groups, and teams
- (3) Improve your ability to work in groups and teams and to lead collectives
- (4) Identify and apply these principles to your personal work and life experiences

Course Materials

You will need to download the Harvard Business Publishing Coursepack from the following website.

<https://hbsp.harvard.edu/import/555644>

Course Website: Canvas: 18F-BUAD873-050

Additional Readings: These can be found using the UD library website or Google Scholar (scholar.google.com) or on the course website. Think of each one as a book chapter or expert insight into a topic. In this way, instead of a book, we have 8 separate chapters.

Frank Dobbin and Alexandra Kalev (2016). *Why Diversity Programs Fail*. Harvard Business Review.

David Rock and Heidi Grant (2016). *Why Diverse Teams are Smarter*. Harvard Business Review

Garold Stasser and William Titus (2003). *Hidden Profiles: A Brief History*. Psychological Inquiry.

Cass Sustein and Reid Hastie (2014). *Making Dumb Groups Smarter*. Harvard Business Review.

Teresa Amabile, Colin Fisher and Julianna Pillemer (2014). *IDEO's Culture of Helping*. Harvard Business Review.

Tom Kelley and David Kelley (2013). *Reclaim Your Creative Confidence*. Harvard Business Review.

Kyle Emich and Tom Wright (2016). *The I's in Team: The Importance of Individual Members to Team Success*. Organizational Dynamics.

Sydney Finkelstein (2016). *Managing Yourself: Secrets of the Superbosses*. Harvard Business Review.

Course Activities

Exams: The course will have both a midterm and final exam to test your knowledge of lecture content, class discussions, and assigned readings. The exams are predominantly conceptual in nature, which means you need to understand course concepts in order to do well; simply memorizing lecture slides and assigned readings is insufficient.

The exams consist of 35 multiple-choice questions and one short essay question (weighted as the equivalent of five multiple-choice questions). The final exam is non-cumulative; that is, it will only include new material, with the caveat that previously tested material may be on the final exam if it's discussed again.

Team Project and Presentation: In the second class session, I will assign you to teams of 4-5.

Your team will play the role of a consulting firm. In this presentation you will focus on an analysis of ONE team of your choosing, using concepts discussed in this course. This team must be intact in a real world organization. No more than two classroom groups may cover the same topic, and topic sign-ups will be approved on a first-come basis. All teams must get their topics approved by me by the second class, in this case September 6th.

After choosing a real world team to analyze, your group will make a prediction of how that team will perform over the course of the semester with rationale to support your prediction. As you will do this initial prediction as relative newcomers to the science of teams you will be basing them mostly on your past experience. Therefore, this prediction will be 2-3 pages and will be due three weeks into the course, in this case September 13th.

You will follow the team over the course of the semester. At the end of the semester, in this case December 6th a 7-10 page paper and a presentation will be due. All papers in this course should be in 12 point Times New Roman font and double-spaced with one inch margins. In the paper and presentation you will analyze the performance of both your chosen team and its leader using as many concepts from class as are applicable. You will also discuss whether your prediction at the beginning of the semester was accurate, why or why not, and what your chosen team could do to improve in the future. You will also identify one key issue the team faced over the course of the semester and how they overcame it or did not.

Your presentation should be 10-12 minutes in length and show mastery of your chosen team and the concepts presented in class. Your team will be graded on both the content of the presentation as well as the clarity and effectiveness of the delivery.

Following the presentations, each of you will also be asked to fill out an online assessment of your teammates on contributions to taskwork (i.e., pulling your weight in terms of hard direct contributions to team deliverables/not free riding) and teamwork (the “how” you’re working together, effective communication, listening, encouraging desirable and discouraging undesirable conflict, etc.). These ratings will influence your class participation grade.

Theoretical Essays: You will be required to complete three theoretical essays for this course. These essays should show an understanding of course concepts as applied to the situations in each.

The first essay will be due October 4th after you read the Henry Tam Case. In this paper you should describe what you would suggest Henry to do and why using concepts from class (2-4 pages).

The second essay will be due October 25th after we complete our in-class replications of classic group experiments. In this paper you should describe what you learned from these experiments, what surprised you about them, and how you can apply their findings to your own career (3-5 pages).

The third essay will be due November 15th after we discuss leaving your legacies. You will describe what you would like your legacy to be, how you have gone about doing this so far, and what you can do in the future to make it happen (3-4 pages).

Participation and Team Peer Evaluations: Your active participation is a key design element of the course. This is not just about the fact that you and your colleagues will learn specific content areas better through lively discussion, though that is definitely true. I also have a more general purpose in requiring participation and that is to give you more practice and experience in what leaders do on a daily basis. The best leaders think carefully about issues at hand before deciding their views. They listen carefully to what others have to say about matters. They develop logical arguments. They communicate those arguments well too. They speak up in meetings and in more informal settings and regularly sell their views to others. Finally, they listen some more and the whole process starts again. The more experience you have in being assertive in school, the more comfortable and effective you’ll be in asserting yourself in the workplace.

Both the frequency and quality of your participation are important. Regular attendance and/or frequent participation alone are not enough to constitute exemplary participation. Exemplary participation refers to the *combination* of regular and very high quality comments.

Additionally, before your team presentation, your teammates will be allowed the opportunity to rate your taskwork and teamwork. This rating will be taken into consideration when calculating your participation grade.

Course Grade Calculation

Points for course components are allocated as follows:

| | |
|--------------------|----------------|
| Participation | 14% |
| Exams | 30% (15% each) |
| Team project | 20% |
| Theoretical Essays | 36% (12% each) |

Grades will be given in the following manner:

| | | | |
|-------------|-------------|-------------|-------------|
| A (94-100%) | A- (90-93%) | B+ (87-89%) | B (84-86%) |
| B- (80-83%) | C+ (77-79%) | C (74-76%) | C- (70-73%) |
| D+ (67-69%) | D (64-66%) | D- (60-63%) | F (0-59%) |

Grade appeal procedure

If you disagree with how a grade was determined, you must document to me via email why you believe the grade should be changed. A subjective disagreement or meritless persuasion attempt (e.g., I am very close to the next letter grade and I need to maintain my scholarship, etc.) will not be effective. Your rationale must be grounded in principles of logic and fairness. This appeal must occur within one week of receiving the grade in question.

Special arrangements

If you have circumstances in your life that may influence your ability to meet the expectations of this course, please discuss these with me during the first week of class. You must register with the Office of Disability Support Services (www.udel.edu/DSS) in order to have accommodations arranged.

Academic honesty

I expect everyone in this course to abide by your student Code of Conduct (accessible via www.udel.edu/stuguide/14-15/code.html). My default is to trust students; however, I will investigate suspicions of violations; and if any are found, the course grade of the violator will suffer and a report will be filed with the Office of Student Conduct. It is your responsibility to understand and abide by your student code. You are especially encouraged to become familiar with the section on academic honesty.

Tentative Schedule for Topics, Readings, & Assignments/Exercises

| Date | Topic/Exercise | To Read <u>Before Class</u> : | Assignments Due |
|--------------|--|---|--|
| 8/30 | Course Introduction | | Meet with Team (In Class) |
| 9/6 | Team Processes | | Team Presentation Topic Approved |
| 9/13 | Collective alignment of capabilities/Diversity | Why Diversity Programs Fail/ Why Diverse Teams are Smarter | <u>Guest Speaker: Scott Clark, CEO – Sigopt</u> Team Performance Prediction (2-3 pages) |
| 9/20 | NO CLASS | TEACHING CONFERENCE | |
| 9/27 | Henry Tam Case | Henry Tam Case (Coursepack) | |
| 10/4 | Group Think and Hidden Profiles | Hidden Profiles: A Brief History/ Making Dumb Groups Smarter | Paper 1: Henry Tam |
| 10/11 | Everest Simulation/ Leading Virtual Teams | Simulation in Coursepack (In Class) | |
| 10/18 | <u>Exam 1/</u> The Leadership Story | | |
| 10/25 | Leadership Style and Personality | Wolfgang Keller Case (Coursepack) | Paper 2: Experiment Essay |
| 11/1 | Leading for Creativity | Disney/Pixar Case (Coursepack)/ IDEO’s Culture of Helping/ Reclaim Your Creative Confidence | <u>Guest Speaker: Becca Baldwin, Blizzard Animation Team Lead</u> |
| 11/8 | Legacy & Mentoring | Managing Yourself: Secrets of the Superbosses | <u>Guest Speaker: Dick Clark, CEO – The Portland Clinic</u> |
| 11/15 | Leading with Character & Charisma | The I’s in Team | Paper 3: Legacy Essay |
| 11/22 | NO CLASS | THANKSGIVING | GO EAT! |
| 11/29 | <u>Exam 2/</u> Personal Happiness | | |
| 12/6 | <u>Group Presentations</u> | | |