

CMGT 536: Leadership and Teams
Annenberg School of Communication

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Course Description:

Much of the world's work gets done in groups in the form of teams, committees, task forces, corporate boards, staffs and crews. Unfortunately, teams are not often as effective as they should be given the knowledge and skills of the individual members, and may benefit greatly from effective leadership both from within and from outside the team.

This course focuses on two topics: 1) sources of team ineffectiveness and possible solutions; 2) general principles and processes of effective leadership through the study of theory, research, and applications across a wide variety of situations.

The specific objectives of the course are to provide students with:

- Concepts and a language for understanding teams and leadership
- Skills to work and manage effectively in teams
- Knowledge about what separates successful from unsuccessful leaders
- Analytical tools to observe, diagnose, and choose responses to leadership and team-related problems
- Positive team and leadership experiences

Required Course Readings:

TEXTS:

Surowiecki, James. (2004.) *The wisdom of crowds*. Doubleday: New York.
ISBN: 0-385-50386-5

Hackman, M. Z., & Johnson, C. E. (2004). *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.
ISBN: 1-57766-284-9

In addition to Amazon, I recommend www.abebooks.com for getting a good price on used and new books.

SELECTED ARTICLES AND CASES: (See topics and reading assignments section for citations.)

Harvard case studies and readings are available for purchase at Harvard Business Online: <http://harvardbusinessonline.hbsp.harvard.edu>.

The others will be available to download from our course blackboard website.

Check our course blackboard website regularly for announcements, assignments, readings, class notes etc: totale.usc.edu

Be sure to bring the assigned readings to class each week, so you can use them as a reference during class activities.

Course Format:

This course is interactive, experiential and analytical. In addition to discussions on course readings, we will use simulations, class exercises, team case analyses, and videos to explore topics related to team and leadership effectiveness.

Course Requirements and Evaluation:

Response Papers	10%
Leadership Self Assessment	10
In-class Team Case Analyses	40
Leadership and Teams Symposium Project	30
Class Participation	<u>10</u>
	100%

Individual Response Papers: There will be two short (2-3 pp) individual response papers; one for each section of The Wisdom of Crowds. The topics will be handed out in class on the first day of class and will be on course blackboard. The response papers should be interesting, insightful, and demonstrate your understanding of the reading. Papers are due in my digital mailbox on our course blackboard before 12-noon on the day that we will discuss that section of the book in class.

Leadership Self-Assessment: One of the course goals is for you to refine your own leadership and team-based skills. To assist you in that process and to gauge your progress, you will complete a Leadership Self-Assessment. Part 1: Pre-Assessment is due in Week 3 & Part 2: Post-Assessment is due at the end of the semester.

In-class Team Case Analyses. The team case analyses will give you an opportunity to discuss, evaluate, test and/or put into practice many of topics from the readings. There will be 11 in-class team case analyses over the semester, only 8 will count toward your grade. You will be randomly assigned to a 3-4 person case analysis team, which will be your team for the semester.

The team will select a leader for each of the cases. The leaders' responsibilities are to lead the team case discussion, and prepare a presentation (either oral or written depending on the week) of the team's analysis. (Each student in the team should serve as leader 3-4 times during the semester.) Each team will be given 45 minutes at the beginning of class to prepare their analysis, and the class will discuss the case afterward. The questions for each team case analysis will be posted on the course blackboard one week before we discuss it in class.

Most of the team analyses will be graded. Each individual in the team who is present will receive the team grade. (If you are absent from class, you will not receive any points.)

Each week case analysis leaders will evaluate their own performance and will receive feedback from teammates on a leadership effectiveness questionnaire. Although I will read the questionnaires before I give the team's feedback to the leaders, I view this as an important learning experience and will not count the evaluations toward your course grade.

Leadership and Teams Symposia. Instead of a final exam, each of you will do an individual project on a topic related to leadership and/or teams, will present an overview of your project to the class, and will prepare a written 8-12 page written report.

The class presentations will be presented on one of the last two class periods. The projects will be grouped into one of 4 symposia based on common topics. Each symposium will have a chair, 4-5 presenters and 4-5 respondents. The chair (a volunteer) keeps track of time and manages the discussion for each symposium. Each presenter has up to 12 min to describe their project. Respondents make a comment or ask a question that will provide additional insight at the end of the symposium. Each student will serve as a respondent for one of the symposia. There will be 10 or so min for additional comments or questions from the audience at the end of each symposium. Guests are welcome to attend on symposia days.

I am very flexible about the topics of your project, so do something that really interests you. For example, you could do a project on learning from failures and interview several different successful leaders; you could predict which team will win the NCAA basketball tournament in March based on different theories of team effectiveness; you could do a case study of your work team (or your favorite group or team) in which you describe the history, context, team dynamics, and the leadership of that group, and report on the effectiveness of the team/organization and of the leader; you could do a review of the academic research on co-leadership, etc.

Class Participation. This is a fun course, especially for the students who attend every session, keep up with the assigned readings and actively participate in class discussions. Of course, attendance is an important component in class participation. Your class participation grade will be based on your attendance and the frequency and quality of your class contributions over the semester. If you have excellent attendance and make at least one high quality comment during each class discussion, you will earn a high participation grade.

Academic Integrity Policy:

The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the SCampus Guide. It is the policy of the School of Communication to report all violations of the code. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Communication degree program.

It is particularly important that you are aware of and avoid plagiarism, cheating on exams, fabricating data for a project, submitting a paper to more than one professor, or submitting a paper authored by anyone other than yourself. If you have doubts about any of these practices, confer with a faculty member.

Resources on academic dishonesty can be found on the Student Judicial Affairs Web site (<http://www.usc.edu/student-affairs/SJACS>.)

"Guide to Avoiding Plagiarism" addresses issues of paraphrasing, quotations, and citation in written assignments, drawing heavily upon materials used in the university's writing program; "Understanding and avoiding academic dishonesty" addresses more general issues of academic integrity, including guidelines for adhering to standards concerning examinations and unauthorized collaboration.

The "SCampus" (<http://www.usc.edu/scampus>) contains the university's student conduct code and other student-related policies.

Disabilities Policy:

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible. DSP is open Monday-Friday, 8:30-5:00. The office is in Student Union 301 and their phone number is (213) 740-0776.

Class Topics:

Week 1	Introduction to Course
Week 2	Non-Interacting Collectives vs. Interacting Groups (Part I)
Week 3	Non-Interacting Collectives vs. Interacting Groups (Part II)
Week 4	Leadership and Teams: Introduction
Week 5	Leadership Effectiveness and Assessment
Week 6	Theories of Leadership
Week 7	Transformational Leadership and Team Creativity
Week 8	Power and Influence
Week 9	Self-Managing Work Teams
Week 10	Distributed work teams
Week 11	Leadership in Organizations
Week 12	Diversity and Leadership
Week 13	Ethics and Leadership
Week 14	Leadership and Teams Symposia I and II
Week 15	Leadership and Teams Symposia III and IV