

**CMGT 536: Team Communication and Leadership**  
**Annenberg School of Communication**  
**Spring 2008**

**Instructor:** Professor Andrea Hollingshead

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**Class time:** Th 6:30-9:20 pm

**Office hours:** Th 5:00—6:00 PM and by appointment

**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 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 leaders from their unsuccessful counterparts
- Analytical tools to observe, diagnose, and choose appropriate responses to different leadership and team-related problems
- Awareness that leadership happens everywhere in organizations and not just at the top
- Ability to recognize and act on organizational opportunities for leadership
- 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

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

Harvard readings are available for purchase at Harvard Business Online (denoted on reading list with \*): <http://harvardbusinessonline.hbsp.harvard.edu>. There is a direct link on blackboard to our course site on Harvard Business.

The others will be available to download from our course blackboard website (denoted on reading list with ^).

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

Check our course blackboard website regularly for announcements, assignments, readings, class notes etc: [blackboard.usc.edu](http://blackboard.usc.edu). I use it extensively in the course.

### **Course Format:**

This course is experiential, interactive 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:**

There are 5 components to the course grade:

Individual Paper: Wisdom of Crowds	15%
Leadership Self Assessment	15%
Pre-assessment (5%)	
Post-assessment (10%)	
In-Class Team Assignments	40%
Team Project	20%
Class Participation	10%

***Individual Paper: Wisdom of Crowds.*** There will be an individual response paper (4-6 pp) due on Feb. 7, the day we discuss the book in class. The paper assignment will be available on course blackboard on the first day of class. The response papers should be interesting, insightful, and demonstrate your understanding of the reading. Papers are due on our course blackboard by 12-noon on Feb 7.

***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 at the beginning and again at the end of the semester. Part 1: Pre-Assessment is due in Week 2 & Part 2: Post-Assessment is due on May 1. The post-assessment will require more work, reflection, and analysis than the pre-assessment, and is worth a larger proportion of your grade in the course.

***In-Class Team Assignments.*** This course is very hands on and involves a lot of in-class team work. The class will divide into teams in the second week, and will remain in those teams for the semester.

Each week, your team will have a specific task to accomplish which will require discussing, evaluating and applying concepts from course readings. Most of the assignments will be evaluated, and will count toward your grade. (The ones that will count are listed on the course outline as “Team In-Class Assignment #”.) For each analysis, your team will prepare a written document and/or will make an informal presentation to the class. Your team will have a strict time deadline to complete its task each week, and there will be a penalty for late assignments.

Your team will pre-select a different leader to guide the team for each assignment so that each team member will serve as leader 2-3 times during the semester. The leaders’ responsibilities are up to the team, but might include leading the team case discussion, assigning tasks to group members, taking responsibility for preparing and presenting the team’s analysis, etc. Study questions for each team assignment will be available on the course blackboard one week prior. In addition, leaders will evaluate their own performance and will receive feedback from teammates each week.

Only team members who attend class will receive the team grade for the in-class assignment on that day. To calculate your individual grade, I will take your top 8 scores and drop your lowest two scores. One caveat: members can’t drop the scores from the weeks when they served as leaders. Absences will count toward the two dropped scores.

***Final Team Project.*** On the last day of class, your team will make a 15 min presentation (+ 5 min Q & A) on a topic that relates to team communication and leadership, and will turn in a final report (Due: May 1). Much of the work for the project will be done outside of class.

I am completely flexible about the topics of your project, so choose something that really interests your team members. The only requirements are that the topic is relevant to the course and that your project is based on research and evidence. Some possible topics: learning from failures: interviews with successful leaders; a case study or comparative case analysis of effective or ineffective teams 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; primate social behavior; an overview & critique of a book on teams or leadership, etc.

A one-paragraph description of your team project topic is due on blackboard at the beginning of class on Thur, Mar 13. Your written report is due by 11:59p on Thur, May 1.

More details about the project will be given later in the semester.

***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. Your class participation grade will be based on 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.

High quality comments:

- Offer a unique and relevant perspective
- Contribute to moving the analysis forward
- Build on the comments of others
- Include logic or evidence
- Avoid tangents

**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.

Instructors expect students to be aware and to comply with USC University policies regarding academic dishonesty. Academic dishonesty includes but is not limited to: 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 you.

If you have any questions about the definition of academic dishonesty, consult the resources found on the Student Judicial Affairs Web site (<http://www.usc.edu/student-affairs/SJACS>) or ask a faculty member. “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 “2005-2006 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.

**Course Outline:** (Subject to Change: Consult Blackboard for Updates)

Week 1-Jan 17 Introduction to Course

Week 2-Jan 24 Leadership: Definitions and Examples  
In-Class Activity: Portrayals of Leaders (and Groups)  
Assignment Due: Leadership Pre-Assessment

*Reading Due:*

Hackman, M. Z., & Johnson, C. E. (2003). Chapter 1: Leadership and Communication. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.

Hackman, M. Z., & Johnson, C. E. (2003). Chapter 3: Theories of leadership. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.

Henley, A., & Price, K. (2002). Want a better team? Foster a climate of fairness. *Academy of Management Executive*, 153-154.

Surowiecki, J. (2004) *The Wisdom of Crowds* (Assignment is due 2/7)

Week 3-Jan 31 Effectiveness and Assessment  
Team In-Class Assignment 1: “Creating a Leader Assessment Tool”

*Reading Due:*

The Firm-wide 360-degree evaluation at Morgan Stanley (Harvard Business Case)\*

Toegel, G., & Conger, J. A. (2003). 360-degree assessment: Time for reinvention. *Academy of Management Learning and Education*, 2, 297-311.^

Surowiecki, J. (2004) *The Wisdom of Crowds* (Assignment is due 2/7)

Week 4-Feb 7 The Wisdom of Crowds  
Book Discussion and In-class Activity: Groups vs. Individuals

Assignment Due: Individual Paper: The Wisdom of Crowds

*Reading Due:*

Surowiecki, J. (2004) *The Wisdom of Crowds*.

Tierney, J. (2007, Oct 9). Diet and Fat: A severe case of mistaken consensus. *New York Times*.^

Week 5 - Feb 14

Creativity

Team In-Class Assignment 2: “Generating and Evaluating Creative Ideas”

*Reading Due:*

Thompson, L. (2003). Improving the creativity of organizational work groups. (and executive commentary by Leo Brajkovich), *Academy of Management Executive*, 17, 96-111.^

Taylor, W. (2006, Mar 26). Here’s an idea: Let everyone have ideas. *Under New Management*. ^

Howe, J. (2006, May 26). The rise of crowdsourcing. *Wired*.^

Cabellero, M. (2004, Mar 11). Academic turns city into a social experiment: Mayor Mockus of Bogota and his spectacularly applied theory. *Harvard University Gazette*.

<http://www.news.harvard.edu/gazette/2004/03.11/01-mockus.html>

Week 6 – Feb 21

Transformational Leadership

Team In-Class Assignment 3: “Charismatic Leaders: A Comparative Analysis”

Hackman, M. Z., & Johnson, C. E. (2004). Chapter 4: Transformational and Charismatic Leadership. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.

Hackman, J. R., & Wageman, R. (2005). A theory of team coaching. *Academy of Management Review*. 30, 269-287.^

Fagenson-Eland, E. (2001). The national football league Bill Parcells on winning leading and turning around teams. *Academy of Management Executive*, 15:3, 48-55.^

James, S. (2006, July 8). World Cup Foudy passes on her experience. *Yahoo News*.

Coach K: A Matter of the Heart\* (Harvard Business Case)

Coach Knight: The Will to Win\* (Harvard Business Case)

Week 7 - Feb 28

Motivation, Values & Ethics

Team In-Class Assignment 4: “Motivating and leading from the bottom, middle and top”

*Reading:*

Hackman, M. Z., & Johnson, C. E. (2004). Chapter 2. Leadership and Followership Communication Styles. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland

Hackman, M. Z., & Johnson, C. E. (2004). Chapter 11: Ethics and Leadership and Followership. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.

Herzberg, F. (2003). One more time: how do you motivate employees? *Harvard Business Review*.\*

Kanter, R. M. (1982). The middle manager as innovator. *Harvard Business Review*.\*

Jaffe, G. (2007, Dec 29). Midlevel officers show enterprise, helping US reduce violence in Iraq. *Wall Street Journal*.^

Powerpoint presentation. "How to win in Anbar" by CPT. Patriquin.

Week 8 - Mar 6

Power and Influence

Team In-Class Assignment 5: "Power, Influence and *Twelve Angry Men*"

*Reading:*

Hackman, M. Z., & Johnson, C. E. (2004). Chapter 5. Leadership and Power. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.

Hackman, M. Z., & Johnson, C. E. (2004). Chapter 6: Leadership and Influence. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.

Cialdini, R. (2001). Harnessing the Science of Persuasion. *Harvard Business Review* (September-October): 22-35.\*

Week 9 - Mar 13

Emotion and Conflict in Teams

Team In-Class Assignment 6: "Midpoint Team Assessment"

Team Project Topic Due (1 paragraph)

*Reading:*

Druskat, V. & Wolff, S. (2001). Building the emotional intelligence of groups. *Harvard Business Review* (Mar): 80-90.\*

Edmondson, A. & Smith, D. (2006). Too hot to handle? How to manage relationship conflict. *California Management Review*, 49, 6-31.\*

- Week 10 - Mar 20 NO CLASS: SPRING BREAK
- Week 11 - Mar 27 Roles, Expertise and Collaboration  
 Team In-Class Assignment 7: “Everest Expedition Simulation”\*  
 (Harvard Business Multi-media Case – this is brand new and will be available by Mar 1)
- Reading:*  
 Hackman, M. Z., & Johnson, C. E. (2004). Chapter 7: Leadership in Groups and Teams. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.
- Hackman, M. Z., & Johnson, C. E. (2004). Chapter 8: Leadership in Organizations. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.
- Whyte, G. (1991). Decision failures: Why they occur and how to prevent them. *Academy of Management Executive*, 5, 23-31.
- Week 12 - Apr 3 Distributed Work Teams  
 Team In-Class Assignment 8: “Leo Burnett: Virtual Team Management”\*  
 (Harvard Business Case)
- Reading:*  
 Furst, S., Reeves, M, Rosen, B. & Blackburn, R. (2004). Managing the life cycles of virtual teams, *Academy of Management Executive*, 18:2, 6-20.^
- Kirkman, B., Rosen, B., Gibson, C., Tesluk, P. & McPherson, S. (2002). Five challenges to virtual team success. *Academy of Management Executive*, 16:3, 67-79. ^
- Saunders, C., Van Slyke, C., Vogel, D. (2004). My time or yours? Managing time vision in global virtual teams, *Academy of Management Executive*, 18:1, 19-34. ^
- Leo Burnett: Virtual Team Management (Harvard Business Case)\*
- Week 13 - Apr 10 Gender and Leadership  
 Team In-Class Assignment 9: “Meg Whitman: ebay”\*  
 (Harvard Business Case)
- Reading:*  
 Hackman, M. Z., & Johnson, C. E. (1996). Chapter 10. Diversity and Leadership. In *Leadership: A communication perspective* (4th edition). Prospect Heights, IL: Waveland.

Gender differences in managerial behavior: The ongoing debate. (Harvard Business Note.)\*

Meg Whitman: ebay (Harvard Business Case)\*

Creswell, J. (2006, Dec 17). How suite it isn't: A dearth of female bosses. *New York Times*.^

Belkin, L. (2007, Nov 1). The feminine critique. *New York Times*.^

Week 14 - Apr 17

Diversity and Teams

Team In-Class Assignment 10: "The Iowa Prison Experiment." (Video)

*Reading:*

Cox, T. & Blake, S. (1991). Managing cultural diversity: Implications for Organizational Competitiveness, *Academy of Management Executive*, 5: 3, 23-31.

Hewlett, S., Luce, C., & West, C. (2005). Leadership in your midst: Tapping the hidden strength of minority executives. *Harvard Business Review*, (Nov), 1-10.\*

Von Glinow, M. A., Shapiro, D. & Brett, J. (2004). Can we talk or should we? Managing emotional conflict in multicultural teams. *Academy of Management Review*. 23, 578-592.^

Leonhardt, D. (2005, Nov. 27). Who's in the Corner Office? *New York Times*.^

Holstein, W. (2005, Dec 4). Armchair M.B.A: An American in Europe Bridges a Cultural Divide. *New York Times*.^

Week 15 - Apr 24

Team Project Presentations & Course Wrap Up

May 1

Team Project Final Reports due on course blackboard by 5:00p

May 4

Leadership Post-Assessment due on course blackboard by 5:00p