

Managing Complex Teams in Organizations – MGT 4106
Georgia Institute of Technology

Room:

Scheller College of Business, **Room 223**

Class Time:

Tuesday and Thursday 1:35-2:55pm

Professor

Dr. Jennifer Carson Marr

Office: Scheller College of Business, Room 451

Phone: 404.894.1745

E-mail: Jennifer.marr@scheller.gatech.edu

Office hours: contact via email to schedule an appointment

Course Description

Working in teams is an integral part of organizational life. The purpose of this course is to prepare you to succeed as a leader, manager and member of teams. Accordingly, this course is designed around two objectives. First, it will introduce you to the critical theories, concepts and frameworks that can be used to successfully identify the threats and opportunities teams face and improve team performance. Second, it will create opportunities for you to design effective teams, implement effective team processes and practice leading and managing dynamic teams. The learning objectives for the course will be accomplished through 1) critical evaluation of team management concepts and theories, 2) analysis and discussion of case studies, and 3) active participation in team exercises and simulations. This course promises to provide insight into what separates successful teams from the many that fail, as well as give you greater confidence in your own ability to lead and contribute to enhanced team performance.

By the time this course is complete, you should:

- Increase your awareness of how successful business executives lead and what separates them from their less successful counterparts;
- Understand how to diagnose and enhance team effectiveness;
- Improve your analytic abilities in understanding the behavior of individuals and groups in organizations;
- Gain experience in leadership situations, including learning how to make better decisions, to manage conflict, time pressure, and diversity, and
- Develop confidence as a leader, knowing that leadership happens everywhere in organizations (not just at the top) and that your long-term effectiveness as a manager depends on your ability to lead others.

Course Materials

To download the articles and cases for this class, go to www.study.net. You will need to register and follow the prompts to purchase and download the materials. You may download the FULL list of materials which includes all articles and cases, or you may download the SHORT list of materials which does not include the articles you can access for free through the library.

Course Format

The course is primarily experiential. It involves working in different teams each session with an assigned leader. Every student will lead a team at least once during the term and receive feedback from team-mates about his/her performance. During case discussions, teams will analyze and prepare to present a case as though they had 3-5 minutes with the CEO (i.e. the class). Case analysis should cover the following points:

- Problem Summary – briefly outline the basic situation or problem, as you perceive it.
- Analysis – present your interpretation of the key facts that lead to your conclusion (use class concepts and models).
- Alternatives – outline at least two viable action alternatives.
- Recommendations – present a concise set of recommendations for action and how these recommendations will address the problems outlined above.

Course Evaluation

Grades will be computed by weighing your scores on each component of the course as follows:

- 1) Individual Participation – 25%
- 2) Individual Case Analysis – 10%
- 3) Team Case Analysis – 15%
- 4) Team Final Project (Report, Presentation and Learning Assignments) – 30%
- 5) Individual Final Exam - 20%

- 1) Participation (25%). Participation includes 1) attendance, 2) presenting and asking questions, and 3) participation in classroom activities and discussions. All of these will be monitored and graded on a class by class basis. There are 30 classes in the semester and participation is 30% of your final grade, therefore you earn 1% for every class you attend and participate.

- a) *Attendance (10%)*. You cannot learn from this class if you do not attend. Therefore, this class has an attendance policy. If you need to miss a class for a legitimate reason (e.g., illness, job interview, or religious holiday) please email the professor at least 3 hours before class, so that teams can be rearranged for class exercises, if necessary. Unexcused absences result in a 1 point deduction from your 10 point participation grade. It is also critical that you come to class on time. Team activities will often take place at the beginning of each class. I will reassign teams at the last minute if you are late. It is not fair to your team-mates to enter a discussion late.

- b) *Case/exercise presentations and presentation questions (10%)*. In a group of your own choosing, you will be asked to make a 15 minute presentation of a case or class exercise. Each group member must participate in this presentation. You will be graded on:

- a. Description of the situation and context
- b. Analysis and discussion of the case/exercise
- c. Conclusions/recommendations/lessons learned
- d. Structure and style of presentation

For each presentation (including final team presentations) another group will be assigned to ask questions of the presenters. You will be graded on the quality (i.e., constructive, thoughtful, compelling) of your questions.

c) *General class contribution (5%).* You are expected to come to class prepared (i.e., having completed the required content and case readings) to contribute to class discussion. You will be evaluated on the quality (not just quantity) of your contributions and insights. Expect to talk in each class session and be prepared that I may “cold call”. If you are not prepared for a specific class please let me know in advance. Quality comments should:

- Offer a unique and relevant perspective,
- Contribute to moving the analysis forward,
- Build on the comments of others,
- Go beyond the "I feel" comment to include some evidence or logic, and
- Not go off on tangents.

2) Individual Exercise/Movie/Case Analysis (10%). You will be responsible for selecting one of the exercises/movies/cases we discuss in class and completing a formal write-up (up to 1500 words) in the format described for the team case analysis below. (due by October 9th 2012)

3) Team Case Analyses (15%). Your team will be responsible for selecting **one** of the cases we discuss in class and completing a formal write-up (up to 1500 words) to address the following topics:

- Explain the critical challenges and opportunities facing the team
- Identify the unique strengths and weaknesses of this team in meeting these challenges/opportunities
- Project what you think the future holds for this team if it maintains its current course
- Propose a detailed recommendation for what you think the team should do going forward, and be sure to explain in detail the justification for your prescription(s) based upon course material

Your write-up will be evaluated based on the following criteria:

- The extent to which it demonstrates an understanding of the case and course material
- How well you present your diagnosis and prescription within the established word limit
- The extent to which your diagnosis and prescription expands upon or extends the material discussed in class, or introduces original thinking not discussed in class

4) Team Final Project (30%). The objectives of the Final Team Project are to demonstrate that you have mastered and can build upon the concepts learned in this class.

For the Team Final Project you and your team will identify a problem (or opportunity) on which to consult a real-world team. With this option, you should work together to identify a team in an actual organization or work context. This can be a team that one of your members has prior experience with, or it can be a team you have identified independently. Your student team should work directly with the real-work team to identify a specific problem or opportunity in their work towards which you can leverage the material and learning from this course. The

project should focus on analyzing the team and developing feasible prescriptions for their work going forward. You will then work together to develop a detailed case study of the inner-workings of this team.

There are three components to the Final Project including: a) report, b) presentation and c) learning assignments.

- a) *Team Final Project Report (15%)*. Written report (3000 words max) detailing your analysis including: description of the context, identification of the problem, methods used by your team to investigate, and your team's diagnosis and recommendations. The report should also include a reflection on how your team worked together and what you might have done differently. (due November 29th)
- b) *Team Final Project Presentation (10%)*. In class, you and your team will give a brief professional presentation explaining the problem you examined and outlining a concrete plan of recommendations. During the presentation, the presenters will role play team consultants and the class will role play the team receiving the feedback. (Nov 13th-29th)
- c) *Team Learning Assignments (5%)*. As a group that will be working together throughout the semester, you will be asked to participate in a number of group activities designed to facilitate more effective teamwork. Specifically, you will be asked to develop and turn in:
 - A team contract (due Tuesday September 25th)
 - 1 page final project proposal (due Thursday October 18th)
 - Feedback appraisal of team members (due Thursday November 29th)

As a second option (i.e., rather than engaging in a consulting project) your team may propose a team final project of your own unique design. If your team would like to pursue this option, please schedule a meeting with the professor to discuss your proposal.

- 5) Individual Final Exam (20%). You will complete a multiple-choice and short answer, closed-book exam at the end of the course. (date of exam TBA)

Extra Credit (2% bonus). You can earn up to two extra credit points in the course by bringing in (or emailing) examples of team and organizational leadership that relate to class material from the popular press, movies, magazines, short stories, etc. To get full credit, please bring me a description of the example and a brief write-up of the leadership concept it illustrates. You can earn one extra-credit point for each example that you turn in. These points will be added to your final grade (based on 100 points). Extra credit will not be accepted after December 6th 2012.

Guidelines for Disputing a Grade

If you wish to dispute a grade on an assignment, please do the following within one week of receiving the grade in question:

1. Send me a written statement describing the issue you have with your grade.
2. Indicate specific questions/items which you would like me to consider, and back up your claims with specific notes, page numbers, cites, etc.

If you follow this procedure, I will re-grade your assignment. Be prepared, however, that re-grading may result in an upward or downward adjustment of your grade.

Academic Dishonesty

As a student of this course you acknowledge that you are a member of a learning community at Georgia Tech that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect, and integrity, and you accept the responsibility to encourage others to adhere to these standards.

This means that students will not engage in activities like plagiarism, multiple submissions (submitting a paper for credit to more than one class), cheating on exams, or collaborating on individual assignments. Please see the Academic Honor Code <http://www.honor.gatech.edu/plugins/content/index.php?id=9> for more information. In short, academic dishonesty will NOT be tolerated in any form and will result in a zero grade on the assignments and could result in more severe penalties as allowed by University policy.

Tentative Schedule

On the next page you will find a tentative schedule for the term. Because the time to cover a topic varies, we will make adjustments as we go along, based on our progress throughout the semester.

MGT 4106: Week At-A-Glance

****Indicates reading is available at GT Library (<http://www.library.gatech.edu/>). All other readings available in course pack (www.study.net)**

Week 1	Introduction	Readings	Assignments Due Today
Tuesday August 21 st	Introduction	No readings	
Thursday August 23 rd	What are teams? Exercise: Lego man	<u>Content Readings:</u> <ul style="list-style-type: none"> • **Hackman, R. (2006). Why Some Teams Succeed (and So Many Don't). <i>Harvard Management Update</i>, 11(10), 3-4. • **Katzenbach, J. R., & Smith, D. K. (1993). The discipline of teams. <i>Harvard Business Review</i>, 71(2), 111-120. • Polzer, J.T. (2003). Leading Teams, (HBS Note: 9-403-094). 	
Week 2	Leading Teams	Readings	Assignments Due Today
Tuesday August 28 th	What do leaders do?	<u>Content Readings:</u> <ul style="list-style-type: none"> • **Kotter, J. P. (1990). What Leaders Really Do. <i>Harvard Business Review</i>, 68(3), 103-111. • **Collins, J. (2001). Level 5 Leadership. <i>Harvard Business Review</i>, 79(1), 66-76. 	
Thursday August 30 th	Leadership Styles Exercise: Tower Building	<u>Content Readings:</u> <ul style="list-style-type: none"> • **Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i>, 78(2), 78-90. 	
Week 3	Designing Effective Teams I	Readings	Assignments Due Today
Tuesday September 4 th	Setting objectives and Team Composition	<u>Content Readings:</u> <ul style="list-style-type: none"> • Ancona, D. G., Caldwell, D. F. (1998). Rethinking Team Composition from the Outside In. <i>Research on Managing Groups and Teams</i>. Volume: 1, pp: 21-37. • Dyer, Gregersen & Christensen. (2011). Why Building Teams and Organizations That Possess Complementary Skills Is Crucial to Innovation. (Harvard Business Press Chapters: 8380BC-PDF-ENG) 	
Thursday September 6 th	Motivation	<u>Content Readings:</u> <ul style="list-style-type: none"> • **Nohria, N., Groysberg, B., & Lee, L. (2008). Employee Motivation. <i>Harvard Business Review</i>, 86(7/8), 78-84. 	

Week 4	Designing Effective Teams II	Readings	Assignments Due Today
Tuesday September 11 th	Culture and Norms Exercise: Three Hour Tour	<u>Case reading (in-class from instructor)</u> <ul style="list-style-type: none"> Behfar, K. Three-Hour Tour. Please read pages 1-4 handed out September 6th 	
Thursday September 13 th	Culture and Norms Exercise: Five Tricks	<u>Content Readings:</u> <ul style="list-style-type: none"> O'Reilly, C. (1996). Corporations, culture, and commitment: Motivations and social control in organizations. <i>California Management Review</i>, 31, 9-25. 	

Week 5	Designing Effective Teams III	Readings	Assignments Due Today
Tuesday September 18 th	Rewarding team performance	<ul style="list-style-type: none"> **Kohn, A. (1993). Why Incentive Plans Cannot Work. <i>Harvard Business Review</i>, 71(5), 54-63. Ariely, D. (2009, March 4). Massive bonuses might cause poor performance. New York Times. Available online at: http://www.nytimes.com/2009/03/04/business/worldbusiness/04iht-04Forbes-bonus.20589946.html?_r=1 	Three-Hour Tour (if you selected this case for your Individual Assignment or Team Case Analysis)
Thursday September 20 th	Rewarding team performance	No readings.	

Week 6	Managing Team Process I	Readings	Assignments Due Today
Tuesday September 25 th	Decision-making: Brainstorming Exercise: Insite!	No readings.	Team Final Project Contract
Thursday September 27 th	Decision-making Case: Carter Racing (in-class)	<u>Content Readings:</u> <ul style="list-style-type: none"> Lehrer, J. (2012, January 30). Groupthink: The brainstorming myth. New Yorker. Available online at: http://www.newyorker.com/reporting/2012/01/30/120130fa_fact_lehrer Street, M.D. 1997. Groupthink: An examination of theoretical issues, implications and future research suggestions. <i>Small Group Research</i>, 28, 72-93. <u>Case reading:</u> Carter racing (no prep necessary).	

Week 7	Managing Team Process II	Readings	Assignments Due Today
Tuesday October 2 nd	Simulation: Mount Everest	<i>You will receive instructions in Week 6 for how to prepare for this simulation.</i>	
Thursday October 4 th	Mount Everest Debrief	<u>Content Readings:</u> <ul style="list-style-type: none"> • **Stasser, G., & Titus, W. (1985). Pooling of unshared information in group decision making: Biased information sampling during discussion. <i>Journal Of Personality And Social Psychology</i>, 48(6), 1467-1478. • **Mulvey, P. W., Veiga, J. F., & Elsass, P. M. (1996). When teammates raise a white flag. <i>Academy Of Management Executive</i>, 10(1), 40-49. 	

Week 8	Managing Team Process III	Readings	Assignments Due Today
Tuesday October 9 th	Conflict Exercise: Conflict Role Play	<u>Content Reading:</u> <ul style="list-style-type: none"> • **Brockmann, E. (1996). Removing the paradox of conflict from group decisions. <i>Academy Of Management Executive</i>, 10(2), 61-62. • **Gratton, L., & Erickson, T. J. (2007). 8 Ways to Build Collaborative Teams. <i>Harvard Business Review</i>, 85(11), 100-109. • **Brett, J., Behfar, K., & Kern, M. C. (2006). Managing Multicultural Teams. <i>Harvard Business Review</i>, 84(11), 84-91. 	Individual Movie/Exercise/Case Analysis
Thursday October 11 th	Team Final Project Meeting	No readings.	

Week 9	Managing Team Process III	Readings	Assignments Due Today
Tuesday October 16 th	FALL RECESS: NO CLASS	--	
Thursday October 18 th	Case: Army Crew Team	<u>Case Reading:</u> <ul style="list-style-type: none"> • Army Crew Team (HBS Case) Snook, S. & Polzer, J., 2004. <u>Content Reading:</u> <ul style="list-style-type: none"> • **Braun, C. (1997). Organizational infidelity: How violations of trust affect the employee-employer relationship. <i>Academy Of Management Executive</i>, 11(4), 94-95. • Kramer, R.M. (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions. 	Team Final Project Proposal (1 page)

Week 10	Creating Success: Team Outcomes I	Readings	Assignments Due Today
Tuesday October 23 rd	Case: Team That Wasn't	<u>Case reading:</u> <ul style="list-style-type: none"> • Team That Wasn't (HBR Case Study) Suzy Wetlaufer, Nov 01, 1994. 	Army Crew Case Analysis (if you selected this case for your Team Case Analysis)
Thursday October 25 th	Diversity and Creativity	<u>Content Readings:</u> <ul style="list-style-type: none"> • Cha, S. & Chatman, J. (2002, November 22). Culture of growth, <i>Financial Times</i>. • **Sethi, R., Smith, D. C., & Park, C. (2002). How to Kill a Team's Creativity. <i>Harvard Business Review</i>, 80(8), 16-17. 	

Week 11	Creating Success: Team Outcomes II	Readings	Assignments Due Today
Tuesday October 30 th	Case: Satera Team	<u>Case reading:</u> <ul style="list-style-type: none"> • Satera Team at Imatron Systems, Inc. (HBS Case); Teresa M. Amabile, Elizabeth A. Schatzel; Oct 27, 2003. 	The Team that Wasn't Case Analysis (if you selected this case for your Team Case Analysis)
Thursday November 1 st	Productivity and Innovation	<u>Content Reading</u> <ul style="list-style-type: none"> • **Coutu, D. (2008). Creativity Step by Step. <i>Harvard Business Review</i>, 86(4), 47-51. • Govindarajan, V. & Trimble, C. (2010). Assemble the Dedicated Team: Seven Common Traps to Avoid When Building an Innovation Team; Harvard Business School; 7055BC-PDF-ENG; 30p • Edmondson, A. & Nembhard, I. (2010). HBS. Innovation and Learning in Teams: The Challenges=the Benefits. 	

Week 12	Creating Success: Team Outcomes III	Readings	Assignments Due Today
Tuesday November 6 th	Coaching and Termination	<ul style="list-style-type: none"> • Wageman, R. Nunes, D. Burruss, J. & Hackman, J. Coach Your Team – and Timing is Everything, Chapter 7. Senior Leadership Teams: What it takes to make them great, 159-182 	Satera Case Analysis (if you selected this case for your Team Case Analysis)
Thursday November 8 th	Team Final Project Meeting	No readings.	

Week 13	Final Project Presentations	Readings	Assignments Due Today
Tuesday November 13 th	Presentations	No readings.	
Thursday November 15 th	Presentations		

Week 14	Final Project Presentations	Readings	Assignments Due Today
Tuesday November 20 th	Presentations	No readings.	
Thursday November 22 nd	THANKSGIVING NO CLASS TODAY	--	

Week 15	Final Project Presentations	Readings	Assignments Due Today
Tuesday November 27 th	Presentations	No readings.	
Thursday November 29 th	Presentations	No readings.	Team Final Project Report Team Member Evaluation

Week 16	Summary Week	Readings	Assignments Due Today
Tuesday December 4 th	Exercise: C-Suite	No reading.	
Thursday December 6 th	Summary and Exam Prep		Bonus Assignments