MORS 460: Leading and Managing Teams
Fall 2019 — Section 51
Fridays at 1:30-4:30 pm
***FIRST CLASS MANDATORY***

Professor
Prof. Maryam Kouchaki  
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Office hours: I will be available to meet with you in my office by appointment every week. Please contact me for an appointment.  

Teaching Assistant: Dylan Boynton  
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Required Course Materials  
The course packet (CP) contains all the required readings; no textbook is required.

Contents

Course Description, Goals, and Objectives Page 2  
Course Requirements, Grading, and Expectations Page 3  
Kellogg Honor Code and Academic Dishonesty Page 6  
Research and Intellectual Capital Page 6  
Course Schedule and Topics Page 7
Course Description, Goals, and Objectives

This course examines the design, management, and leadership of teams in organizational settings. The focus is on the interpersonal processes and structural characteristics that influence the effectiveness of teams, the dynamics of intra-team relationships, and sharing of knowledge and information in teams. Each week we will explore a particular dimension of group and team dynamics. Our goal will be to distinguish between effective and ineffective strategies within each dimension.

This course integrates aspects of motivation, conflict resolution, creativity, decision-making, communication, diversity, emotional intelligence, and leadership styles within the context of groups and teams. An overriding theme is that effective leaders must use both analytic and interpersonal skills to effectively manage groups. You will have the opportunity to develop these skills experientially and to understand team behavior in the context of useful analytic frameworks.

**Experiential Learning:** Each week, you will engage in an experiential team challenge pertaining to a key aspect of team and group dynamics.

**Feedback and Self-Examination:** Each week, I will lead a debrief that involves analyzing your performance by characterizing strengths and limitations in your approach to the week’s challenges.

**Applied Learning:** Each week, I will introduce a theory or model. You will be encouraged to apply the model to (a) the analysis of your own team’s performance in class, (b) your case analysis project team, and (c) your experiences and observations within your organizational settings.

The course packet material introduces key concepts and useful ways of thinking about common situations in complex organizations. Class exercises and cases provide opportunities to apply theories, concepts, and research findings and to hone your skills in problem-definition and problem-solving. The written assignments ask you to consolidate your insights and to practice your analytic skills.

You should come to class prepared to summarize key points from the day’s readings and/or assignments. In preparing for class, you should ask yourself:

- What are the key concepts/principles?
- Why does this matter for an organization?
- What are the implications for the kind of challenges I face as a team leader or member?
- How can I apply this to my firm, my job and my career?

If you take full advantage of this course, you will not only prepare yourself to lead high-performing, successful teams, but also will gain a competitive advantage for navigating your own career trajectories.
Course Requirements, Grading, and Expectations

Grades are based on five weighted criteria:

- Course Contribution: 15%
- Individual Journal on Teaming: 10%
- Individual Assignments: 15%
- Individual Midterm Exam: 25%
- Team Case Analysis Project: 35%

Course Contribution (15%)

*Individual Participation:* All class sessions involve group exercises/cases (“simulations”) and dynamic discussion based on those simulations and the readings, with an emphasis both on theoretical questions and practical implications. Full participation consists of active contribution to both the simulations and discussion. You should come to class having read any relevant simulation materials and carefully reviewed the readings.

You should also be prepared to share your ideas and listen to and interpret issues presented by others. Most participation will be voluntary; however, individuals will occasionally be called upon “cold.” If you feel that you are preparing well for class but that you are not being called on enough, please let me know so that I can address the issue.

Participation grades are awarded on the basis of *quality as opposed to quantity*. Quality discussion comments typically possess one or more of the following actions:

- Offer a relevant perspective on the issue
- Provide careful analysis
- Apply the theory and concepts offered in the readings and lectures
- Move the discussion forward by building on previous contributions with new insights (not only repeating points already made)
- Asking good questions (good questions are rarer than good answers)

*Individual Commitment:* You will also be responsible for completing a series of “Team Evaluation” forms throughout the course and a “Cumulative Team Evaluation” form when submitting the final paper. These forms ask for your assessment of the individual contributions of group members—you will rate (and be rated by) your fellow teammates.

*Team Challenge Example:* Starting the second week of class, every week five to six students will be randomly assigned to prepare a brief description of a team challenge or issue they’ve personally experienced in the past that is related to the topic of that week. Students are asked to turn in a hard copy of the brief description (150-300 words). Depending on time, one or two of these students will be randomly selected to share their story with the entire class for discussion.

*Attendance:* Attend class or notify me by email at least 36 hours in advance of absence or partial absence (arriving to class even 1 minute late or leaving class early).

ATTENDANCE POLICY: In the interest of fairness to all students, MORS 460 has a course-wide attendance policy that is strictly enforced. All classes involve group exercises and/or debriefs, therefore, you are expected to participate in all classes. Notifying us of your absence is essential for making sure that other students’ ability to learn is not hindered by your absence.
You may miss one class WITH 36 HOURS NOTICE without penalty. However, if you do not provide 36 hours notice or miss more than one class, each absence will automatically reduce your final course grade by two percentage points (e.g., a 92% becomes a 90%). This is easily preventable, so please respect the attendance policy. If, in conjunction with any miss, you do not provide advance notice, you will lose a letter grade. Please make your travel plans accordingly.

General Professionalism: Complete and submit assignments and evaluations on or before deadlines. Please recognize that requesting special exemptions for you is not fair to other students. Engage in ethical behavior by treating your classmates, instructor, and TA with respect. Avoid academically dishonest behavior and adhere to the Kellogg Honor Code and the Kellogg Code of Classroom Etiquette.

Journal on Teaming (10%)

A very important part of this course is the experience that you bring to class. During the quarter, you will be asked to keep a “Journal on Teaming” where you provide short reflections on collaboration or teaming activities you have engaged in. The purpose of the journal is to give you the opportunity to reflect on your experiences in a team and your role in it. The goal is to help you identify your strengths and weaknesses and articulate your goals. At the end of the course, you should be able to look back at these reflections and identify an area in which you would like to improve and create a plan of action.

The journal on teaming consists of four separate entries, each of which addresses specific questions as well as your personal reflections regarding the content matter. The deadlines for journal entry submissions are noted in the syllabus. You will upload these entries on canvas. Follow the instructions for each journal entry posted on canvas. Each reflection entry should be between 200-400 words (1.5% for each journal entry). On Week 10, you will upload a 2 or 3 page report (4% for the reflection report), double-spaced report with 12-point font and 1" margins all around, where you reflect on what you have learned from these journals. In addition, you are asked to provide a reflection on what your next personal development goal is in response to these reflections and a plan of action. The journals will be graded on a 2-point scale (check minus=barely acceptable, check=acceptable).

Individual Assignments (15%)

A key part of the learning process in this course is to take the lessons you are learning and apply them to real situations. In order to facilitate this, you will be asked to complete two individual assignments focusing on one particular tool that a team leader or member can use to achieve success. These will be completed individually. These assignments will challenge you to use the concepts presented in the course and use them. These are relatively brief written assignments (a 1 or 2 page, double-spaced with 12-point font and 1” margins all around). The assignments will be graded on a 3-point scale (check minus=barely acceptable, check=good, check plus=outstanding).

Individual Midterm Exam (25%)

Class readings, handouts, exercises, and discussions are fair game for the midterm exam. The exam will be held in class on Week 7, and may consist of case analyses, essay questions, and/or multiple-choice questions. Details regarding the exam and its structure will be provided separately.

Team Case Analysis Project (35%)

In addition to participating in group simulations during regular class sessions, you will be working in a team with classmates on a project to be completed outside of class. I will assign you to groups.

Report. The principal component of the project is to prepare a case-analysis of a real-world team. Each group’s task is to interview at least one member of a non-Kellogg team (e.g., non-profit leadership group,
business group to which you do not belong, etc.). Anticipate having to interview multiple members or the same member more than once to gain an understanding of the team’s dynamics. The team can be from firms with which you previously worked, or from your friend and family members’ current teams. If you need assistance in locating a team to study, please let me know.

The goal is for you to identify challenges faced by this team and devise a plan to address the challenges in question. Your team will then write an 6-8 page group report and analysis (double-spaced with 12 point font and 1” margins all around, excluding supplementary materials and/or appendices) of your case (worth 20% of your final grade). THE REPORT IS DUE BY 12:00 PM CST ON WEDNESDAY, DECEMBER 11. Submit reports via email to me.

Preliminary Written Assignments. The following assignment will lay the groundwork for the project and is due on the date indicated on the course schedule: “Team Contract.”

Team Presentation. The remaining 10% of your final grade will be determined by your ability to deliver a clear and compelling PowerPoint presentation in class. Teams will submit their PowerPoint presentations via email to me 1 hour before class on the day of the presentations.

Details regarding expectations for the report and presentation will be provided separately (i.e., posted on Canvas in the Assignments section). The grading breakdown for the consulting project will be as follows:

- Final Report: 25%
- Team Presentation: 10%

Help from the Professor. If you need help with your case analysis, you can schedule one-on-one meetings with me prior to class presentation to discuss (1) methods of problem diagnosis, (2) appropriate strategies/plans for the case team, and (3) any other issues and concerns. Teams should schedule an appointment during any available time on my Outlook calendar. Team meetings typically occur with me during Weeks 5-8, but I am always available for consultation and feedback throughout the term.
**Kellogg Honor Code and Academic Dishonesty**

*Kellogg Honor Code:* The Kellogg Honor Code will be strictly enforced in this classroom. The honor code standards apply to MORS 460 as follows:

- You are expected to be prepared and on time for all class meetings (see attendance policy described above).
- You may not show your role information in an exercise to others in the class.
- Do not create facts or information that materially changes the nature of the exercise.
- It is not appropriate to surf the web for any information pertaining to exercises or cases.
- Class discussion stays in class.

*Academic Dishonesty:* Cheating and/or plagiarism will not be tolerated in this class. If you are caught in an act of academic dishonesty, all involved parties will receive a grade of “0” on the assignment, paper, or exam, and the deans will be notified of the misconduct.

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**Research & Intellectual Capital**

Kellogg’s Team and Group Research Center (KTAG) has been instrumental in supporting Kellogg’s reputation as a premier institution for teamwork. Just as prior Kellogg students have had the opportunity to contribute to your learning by being willing to share their team experiences and outcomes, we are asking you to also contribute to the experiences of future students.

We systematically compile aggregated data from MORS 460 students. These data will allow you to compare your own behaviors and skills with those of other groups. We will use the aggregated data to further our understanding of team leadership.

Before and after some exercises, we may ask you to complete confidential questionnaires. The information you provide is confidential. Occasionally, you may also be audiotaped and/or videotaped for research purposes. If you do not want your responses used for research purposes, please let me know.
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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments Due*</th>
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| 1    | Friday 9/27| Course goals and learning objectives/Introduction to teams | **Before Class:**  
- Read CP: Hackman & Coutu, “Why teams don’t work”  
**In Class:**  
- In-class exercise: Crime (no prep before class)  
**After Class:**  
- Complete Team Experience and Preference Survey by midnight on Wednesday 10/2 (posted in “Assignments”) |
| 2    | Friday 10/4| Evaluating team performance and productivity | **Before Class:**  
- Read CP: WIS Exercise instructions  
**In Class:**  
- In-class exercise: WIS (prep before class)  
**After Class:**  
- Complete Team Evaluation Form for WIS individually by midnight on Wednesday 10/9 (posted in “Assignments”)  
- Upload Journal#1 individually by 10/11 (posted in “Assignments”)  
- Read “Managing Meetings: A Toolkit” in preparation for your Individual Assignment#1 due 10/18 (posted in Canvas: Files > Individual Assignment Readings)  
- Optional reading in prep for Individual Assignment #1 “Stop the Meeting Madness: How to Free up Time for Meaningful Work” HBR (available upon request) |
| 3    | Friday 10/11| Communication and collective intelligence | **Before Class:**  
**In Class:**  
- In-class exercise: Murder Mystery (no prep before class)  
**After Class:**  
- Complete Team Evaluation Form individually by midnight on Wednesday 10/16 (posted in “Assignments”)  
- Work on Individual Assignment#1 by 10/18  
- Work on Team Contract by 10/25 (instructions posted in Canvas: Files > Team Case Analysis Project Documents) |
| 4    | Friday 10/18| Team decision making | **Before Class:**  
- Read CP: Kahneman, Lovallo, & Sibony, “Before you make that big decision...”  
- Read CP: Sunstein & Hastie, “Making Dumb Groups Smarter”  
**In Class:**  
- Upload Individual Assignment#1 report  
- In-class exercise: Desert Survival (no prep before class)  
**After Class:**  
- Complete Team Evaluation Form individually by midnight on Wednesday 10/23 (posted in “Assignments”)  
- Upload Journal#2 individually by 10/25 (posted in “Assignments”)  
- Work on Individual Assignment#2 due 11/1  
- If you have not yet finalized a team for your case analysis, contact me ASAP |
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| 5    | Friday 10/25 | Teams across culture and distance | **Before Class:**  
  - Read CP: Brett, Behfar & Kern, “Managing multicultural teams”  
  - Read CP: “Managing a Global Team: Greg James at Sun Microsystems, Inc. (A)” case  
    - **Assignment:**  
      - Who is responsible for the H.S. Holding crisis?  
      - What role did the "Open Work" environment play in the case?  
      - What should James do moving forward?  
  **In Class:**  
  - Submit completed Team Contract (hard copy)  
  - In-class case: *Greg James (prep before class)*  
  **After Class:**  
  - Work on Individual Assignment#2 by 11/1  
  - Upload Journal#3 individually by 11/1 (posted in “Assignments”)  
| 6    | Friday 11/1   | Collaborations/teaming         | **Before Class:**  
  - Read CP: Bernstein, “Leadership and Teaming”  
  - Read CP: Read “Growing Managers” case  
    - **Assignment:**  
      - What should Richardson do right now?  
  **In Class:**  
  - Upload Individual Assignment#2 report  
  - In-class case: *Growing Managers (prep before class)*  
  - In-class guest speaker  
  **After Class:**  
  - Study for midterm exam  
| 7    | Friday 11/8   | Midterm exam in class/Team creativity | **In Class:**  
  - Midterm examination (approximately 90 minutes)  
  - In-class exercise: Creativity Set exercise (no prep before class)  
  **After Class:**  
  - Upload Journal#4 individually by 11/15 (posted in “Assignments”)  

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<td>8</td>
<td>Friday 11/15</td>
<td>Team leadership styles</td>
<td>Before Class:</td>
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<td>• Read CP: Hill &amp; Lineback, “Are You a Good Boss- Or a Great One?”</td>
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<td>• Read CP: Goleman, “Leadership that Gets Results”</td>
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<td>• Complete LSW and bring to class (handed out in class last week)</td>
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<td>In Class:</td>
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<td>• In-class case: Towers exercise (no prep before class)</td>
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<td>After Class:</td>
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<td>• Complete Team Evaluation Form individually by midnight on Wednesday 11/27 (posted in “Assignments”)</td>
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<td>• Prepare for team presentations (consult “Presentation Guidelines” posted in Canvas: Files &gt; Team Case Analysis Project Documents)</td>
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<td>9</td>
<td>Friday 11/29</td>
<td>Team project presentations/ Emotional intelligence</td>
<td>In Class:</td>
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<td>• Present your Team Project</td>
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<td>• Other teams will constructively criticize and provide suggestions</td>
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<td>After Class:</td>
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<td>• Upload your reflection report on teaming journals by 12/6 (posted in “Assignments”)</td>
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<td>10</td>
<td>Friday 12/6</td>
<td>Feedback/ Takeaways</td>
<td>Before Class:</td>
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<td>• Read CP: Grant Halvorson, “Get Your Team to Do What it Says It's Going to Do”</td>
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<td>• Complete Qualitative Feedback exercise and bring to class (instructions posted in Canvas: Files &gt; Qualitative Feedback Exercise File)</td>
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<td>In Class:</td>
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<td>• In-class exercise: Qualitative feedback exercise (prep before class)</td>
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<td>Finals Week</td>
<td>Wednesday 12/11</td>
<td>Team consulting project due</td>
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<td>• Submit your team’s final Team Case Analysis Report via email to me on 12/11 by 12:00 pm CST (consult “Team Case Analysis Report Guidelines” posted in Canvas: Files &gt; Team Case Analysis Project Documents)</td>
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<td>• Complete your Cumulative Team Evaluation Form online on 12/11 by 12:00 pm CST (posted in “Assignments”)</td>
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