

**University of Notre Dame  
Mendoza College of Business  
MBA Program**

**MGT 60400  
Leadership and Teams  
Module IV, Spring Semester, 2006**

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**OFFICE HOURS:** T, Th 5:00 – 6:00 and by appointment.  
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**COURSE OVERVIEW**

This is the second of a two-course sequence about the human side of management. This course builds on the material we covered during the Organizational Behavior class that you took during module I. During this module, we will focus on identifying ways that you can become a more effective leader and team member. As in the previous course, we will apply theories of human behavior to solve day-to-day problems of organizational administration. We will address the following topics:

(1) **Leadership**: We will study leadership theory and practice and consider case studies of effective and ineffective leaders. We will answer the question “what makes a great leader and how can I become one?” during these sessions.

(2) **Power and Influence**: Leaders must draw from multiple sources of power in order to influence others to act in a particular way. We will learn where power comes from, how to acquire power, and how to use power effectively to influence others.

(3) **Managing change**: A critical responsibility for leaders today is to move the organization forward by changing people, systems, processes, and structures. We will focus on understanding the dynamics of change (How can I get people to accept change that will disrupt their work lives?) and best practices of successful change efforts

(4) **Decision making**: Leaders make difficult decisions in ambiguous and uncertain situations. We will learn about various approaches to decision making and study an array of social-psychological factors that influence the accuracy of a leader’s decisions.

(5) **Teams**: Many organizations make extensive use of team structures to accomplish their objectives, and you will likely play the role of both team members and leader. This segment of the class will focus on answering four key questions related to work teams: What makes a work team effective? How can I be a more effective team member? What social

psychological factors influence team functioning? How do I lead a team? Particular attention will be paid to using students' experiences in their core teams to better understand this material.

## REQUIRED TEXTS

- 1) Essentials of Organizational Behavior (8th edition). Stephen P. Robbins. 2005. This is the same book we used for Organizational Behavior.
- 2) Course pack available at the Hammes Notre Dame Bookstore.
- 3) Articles available for online download. I've placed links to these articles on our WebCT Vista page.

## COURSE REQUIREMENTS

Examinations. There will be two exams given during this course. The first exam will be given during our regularly scheduled class session on April 13<sup>th</sup>. The cumulative final exam will be given on Tuesday, May 9<sup>th</sup> during our regularly scheduled class session.

Examinations may contain different forms of questions, including multiple choice, short answer, and essay. The exams will be closed book. No make-ups or incompletes will be given except under very unusual circumstances. Please make careful note of the exam dates now.

### Writing assignments.

1) *Case analyses.* Cases will be an important part of this course. For two of the cases, you will turn in a brief 2-3 page analysis of the case at the beginning of class. Choose one key issue and analyze it; I prefer that you take a position about something in the case and support that position. A good format to use is a five paragraph document (double spaced, 12 pt. font) where the first paragraph introduces the topic/issue that you have chosen to address and previews your main point and supporting arguments. The middle three paragraphs then develop the logic of your argument (each paragraph develops a separate supporting argument for your main point), and the final paragraph summarizes your analysis. I would prefer to see a tight, well thought-out analysis of one key issue in the case rather than a series of random thoughts about various issues pertaining to the case. These are due on March 28<sup>th</sup> for the "Launching the war on terrorism" case and on April 25<sup>th</sup> for the "Three in the middle: The experience of making change at micro switch" case.

2) *Core team experiences assignment.* Our final class session on May 4<sup>th</sup> will be based on the "Team Doctor" concept. We will learn from each other based on a discussion of the rich experiences, both positive and negative, of the various core MBA teams. To make this session as useful as possible, I will need to sort through various team experiences and present them in some coherent fashion to guide the discussion.

Based on your experiences in the core teams this academic year, write a document that describes two “best practices” and two frustrations from your experiences with the core teams. These can describe anything that you deem interesting or helpful, but examples of best practices include stating how your team dealt with a particular conflict situation or with a member who slacked off on a particular assignment. The frustrations should describe specific problems/incidents that went unresolved or were not resolved to your satisfaction. Provide relevant details when writing about the incidents, but don’t mention names. You may make up aliases to tell your stories in a coherent fashion! E-mail me the text of your document (not an attachment; cut and paste the text into an email message) before class begins. The subject heading should start with the word “TEAMS in all caps followed by your name. Thus, the subject line in an email I sent myself containing the assignment would read “TEAMS: Mike Crant.” This is so that my email filter will properly handle receiving the assignments. Also hand in a hard copy with your name at the beginning of class today.

Participation and professionalism. Students are expected to be prepared for each class session by reading and thinking about the assigned readings before class, and to be active participants in class discussions by having something of value to offer. I also expect students to behave in a professional fashion. This element of the course grade is my subjective judgment of your participation and professionalism. I do not track attendance, so there is no need to let me know when you will be missing a class.

## COURSE GRADE

The components of your final course grade will be weighted as follows:

MIDTERM EXAM	30%
FINAL EXAM:	40%
CASE ANALYSIS I	5%
CASE ANALYSIS II	5%
CORE TEAM EXPERIENCES MEMO	5%
PARTICIPATION/PROFESSIONALISM	15%

*Honor Code Expectations:* Examinations will be completed individually with no reference to outside materials. The sole exception to this is that international students whose native language is not English may bring and consult a dictionary during the examination. The case analyses and core team experiences memo are also to be completed individually, without consulting other students or previous analyses of the case. You may consult references (e.g., *Harvard Business Review* articles) for the case write-ups but you should cite them.

## TECHNOLOGICAL PLATFORM

WebCT Vista will serve as the internet home for course materials. This will serve as a repository for course related information and files such as a copy of this syllabus, links to our online readings, exam information, and class notes for selected classes. I post class notes as a

courtesy so that students don't have to copy down a number of definitions and lists; I don't view them as a stand-alone summary of the entire class. Therefore, if you print these notes out ahead of time, you will probably want to bring them to class and supplement them with your own comments.

## **COURSE OUTLINE**

"CP" refers to the course packet. "HBR" refers to Harvard Business Review.

**Tu, 3/21 Introduction to the Course**

CP: 1) Renn Zaphiropoulos  
2) Fred Henderson

**Th, 3/23 Becoming an Effective Leader I**

Robbins: Ch. 10  
Online: 1) What makes a leader? *HBR*, Jan, 2004, pp. 82-91.

**Tu, 3/28 Applied Leadership: Jack Welch**

CP: 1) GE's two-decade transformation: Jack Welch's leadership  
Assignment: Case analysis I due at the beginning of class.

**Th, 3/30 Becoming an Effective Leader II**

Online: 1) What leaders really do. *HBR*, Dec, 2001, pp. 85-96.  
2) Level 5 leadership, *HBR*, Jan, 2001, pp. 67-76.

**Tu, 4/4 Becoming an Effective Leader III**

Online: 1) Moments of greatness: Entering the fundamental state of leadership. *HBR*, Jul/Aug, 2005, pp. 75-83  
CP: 1) Welcome aboard (But don't change a thing)

**Th, 4/6 Power and Influence**

Robbins: Ch. 11  
Online: 1) Are you in the in crowd?, *HBR*, July, 2003, pp. 86-92.  
2) Change through persuasion. *HBR*, February, 2005, pp. 104-112,

**Tu, 4/11 Managerial Decision Making I**

Robbins: Ch. 6

**Th, 4/13 Midterm Exam**

**Tu, 4/18 Managerial Decision Making II**

CP: 1) Launching the war on terrorism

**Th, 4/20 Managing Change I**

Robbins: Ch. 16  
Online: 1) Leading change: Why transformational efforts fail, *HBR*, March/April 1995, pp. 59-67.

**Tu, 4/25 Managing Change II**

CP: 1) Three in the middle: The experience of making change at micro

switch.

Assignment: Case analysis II due at the beginning of class.

**Th, 4/27**

**Teams I**

Robbins: Chs. 7 & 8

Assignment Core team experiences write-up is due today at the beginning of class.

**Tu, 5/2**

**Teams II**

CP: 1) Managing your team

**Th, 5/4**

**Teams III: The Team Doctor is in...**

No pre-reads for today.

**Tu, 5/9**

**FINAL EXAM during our regular class session**