



**CMGT 536:
Team Communication and Leadership
(4 units)**

**Fall 2019
Thursday 6:30-9:20p
Location: ANN 209**

**Instructor: Professor Andrea Hollingshead
Office Hours: Thursday 5:00-6:00pm
Office: ANN 414L
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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 by inside and outside the team.

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

This is a "paper-free" course – please bring a laptop or equivalent to class.

Learning Objectives:

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

- Concepts and a language for understanding teams and leadership
- Effective team and leader skills
- Analytical tools to observe, diagnose, and choose appropriate responses to 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
- A safe and supportive class environment for learning and experimentation

Class Materials:

Most course readings are academic and news articles. There are also several TED talks and one required book. The weekly assignments are described in the course calendar below, and the full citations are at the end of this syllabus. All articles and links will be posted on Course Blackboard under "Course Materials" a week before they are due in class.

The required book:

Sutton, R. I. (2010). *Good boss, bad boss: How to be the best-- and learn from the worst*. New York, NY: Business Plus.

It is available for purchase on Amazon. <https://www.amazon.com/dp/B003JTHXJK/>

Class Assignments:

Leader Self-Assessment: One course goal is to refine your leader and team skills. 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 by noon on Sep 5 & Part 2: Post-Assessment is due on Dec. 6 by 5:00pm.

In-Class Team Assignments. This course is experiential and involves weekly in-class team work activities and discussions. The class will divide into teams in the second week, and will remain in those teams for the semester.

Each week, your team will complete an assignment that will require discussing, evaluating and applying concepts from course readings. Assignments will be evaluated, and will count toward your final grade. For each analysis, your team will prepare a written document and/or class presentation. There will be a strict time deadline and a penalty for late assignments.

Your team will pre-select a different leader to guide the team for each assignment in advance. The leaders' responsibilities are up to the team, but might include leading the team case discussion, assigning tasks to group members, presenting the team's analysis, etc.

Only present team members will receive the team grade for the day's in-class assignment. To calculate your individual grade, I will drop your lowest two scores. Absences count toward the two dropped scores. One caveat: Leaders cannot drop their team scores.

Individual Project: There is an individual midterm project due on Thursday, Oct 17. The assignment is to prepare a profile of a leader you admire in a 12 min (max) video. Creativity is highly encouraged. You will also turn-in your video script and a bibliography of consulted references in APA format. Make sure to provide necessary citations in your video. More specific requirements will be provided later in the semester.

Team Project: On Dec 5, the last day of class, your team will make a 30 min presentation (+ a Q & A session) on a topic that relates to team communication and leadership. You will also turn-in your script and a bibliography of consulted references in APA format. Most work on your team project will be done outside of class.

I am open about team project topics, so choose something that really interests your team. The only requirements are that the topic is relevant to the course and that your project involves research. Some possible topics: learning from failures: interviews with successful leaders; primate or other animal group behavior; observations of USC sports teams etc.

A one-paragraph description of your team project topic is due on blackboard at the beginning of class on Oct 31. More details about the team project will be given later in the semester.

Class Participation and Professionalism:

This is a fun course, especially for students who attend every session, keep up with assigned readings and actively participate in class discussions. I expect everyone to be prepared to discuss the assigned readings and videos in your teams and in the larger class. Your class participation grade will be based on the frequency and quality of your class contributions and over the semester. If you have excellent attendance and make high quality comments during each class discussion, you will earn a high participation grade.

High quality comments:

- Offer a unique and relevant perspective
- Are informed by course material
- Move the analysis forward
- Build on the comments of others
- Include logic or evidence

I want to cultivate a safe and positive learning environment where everyone treats one another with the highest respect and participates fully in class activities. Points will be subtracted for showing disrespect to other students or engaging in non-class related online activities during class, for example texting or checking Instagram.

Assignment Submission Policy:

All assignments are due on the date and time specified and must be submitted via Blackboard. Allow plenty of time to upload assignments by the deadline, and double-check to make sure the process was successful. Please do not email your assignments to me.

Course Grading:

Assignment	Points	% of Grade
Team Weekly Assignments	30	30
Midterm Leadership Profile (Individual Assignment)	25	25
Final Team Project	25	25
Pre- & Post- Leader Assessment	10	10
Class Participation and Professionalism	10	10
TOTAL	100	100%

Course Grading Policy:

Grades will be assigned as follows:

A/A- Outstanding, thoughtful and careful work, applies concepts and readings well

B+/B Above average work, good insight, could benefit from more attention to detail
 B-/C+ Needs improvement on ideas, argument and follow through
 C and below Bare minimum and showing little understanding of the material

Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned. Your percentage scores on the assignments will be totaled and translated to a letter grade per the scale shown below:

A	= 100-93	C	= 76-73
A-	= 92-90	C-	= 72-70
B+	= 89-87	D+	= 69-67
B	= 86-83	D	= 66-63
B-	= 82-80	D-	= 62-60
C+	= 79-77	F	= 59-0

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Class Readings Due (see Reading List for full citation)	Deliverable/Due Dates
Week 1 Aug 29	Course Introduction		
Week 2 Sep 5	Team Selection and Orientation	<p>“How to build a successful team” (Bryant – <u>New York Times</u>)</p> <p>“Psychological Safety... in work teams” (Edmundson – <u>Administrative Science Quarterly</u>)</p> <p>“Introducing Team Mindfulness...” (Yu & Zellmer-Bruhn, <u>Academy of Management Journal</u>)</p>	<p>Leadership Pre-assessment questionnaire due by noon on 9/5</p> <p>In-Class Team Activity 1</p>
Week 3 Sep 12	Effective and Ineffective Leaders	<p>“Bad Boss Good Boss...” Book (Sutton)</p> <p>“Google tried to prove that managers don’t matter...” (Mautz, INC magazine)</p>	In-Class Team Activity 2

Week 4 Sep 19	Collective Intelligence & Wisdom of Crowds	<p>“Collective Intelligence and Group Performance” (Woolley et al. <u>Current Directions in Psychological Science</u>).</p> <p>“The collective intelligence genome” (Malone et al. <u>Sloan Management Review</u>)</p> <p>“Melissa Valentine: Reinventing the way we work” (Andrews, <u>Stanford Engineering Magazine</u>)</p> <p>“Wisdom of the Crowd: Myth and Realities” (Ball, <u>bbc.com</u>)</p>	In-Class Team Activity 3
Week 5 Sep 26	Transactive Memory	<p>“Transactive Memory...” (Wegner, <u>Theories of Group Behavior</u>)</p> <p>“Transactive Memory: Matching tasks, expertise & people) (Brandon & Hollingshead, <u>Organization Science</u>)</p> <p>“Coordinating Expertise among Emergent Groups” (Majchrzak et al, <u>Organization Science</u>)</p> <p>“How to become a CEO...” (Irwin, <u>NY Times</u>)</p>	In-Class Team Activity 4
Week 6 Oct 3	Group Creativity	<p>“Improving the creativity of organizational work group”. (Thompson, <u>Academy of Management Executive</u>)</p> <p>“Groupthink: The brainstorming myth” (Lehrer, <u>The New Yorker</u>)</p>	In-Class Team Activity 5

		<p>“... Art in the age of mediated communication” (Liberat, <u>International Journal of Communication</u>)</p> <p>“The Johnny Cash project” (A. Koblin, video)</p> <p>“Creativity Techniques” (Wikipedia)</p>	
Week 7 Oct. 10	Group Decision Making	<p>“Group Decision Making” (Wikipedia)</p> <p>“Consensus Decision Making in Animals” (Conradt & Roper, <u>Trends in Ecology and Evolution</u>)</p> <p>“From cooperative to motivated decision making in groups” (Wittenbaum et al, <u>Communication Monographs</u>)</p> <p>“The Checklist” (Gawande, <u>The New Yorker</u>)</p>	In-Class Team Activity 6
Week 8 Oct 17	No Class (Fall Break)		Midterm: Effective Leader Profile Assignment due by 12-noon on Oct 17
Week 9 Oct 24	Group Values, Morals and Ethics	<p>“Do animals have morals?” (daWaal, TED talk)</p> <p>“The neuroscience of trust” (Zak, <u>Harvard Business Review</u>)</p> <p>“Managing to be ethical...” (Trevino & Brown, <u>Academy of Management Executive</u>)</p> <p>“IDEOS culture of helping” (Amabile et al, <u>Harvard Business Review</u>)</p>	In-Class Team Activity 7

		<p>“The kernel of human (rodent) kindness” (Garrett, <u>NY Times</u>)</p>	
<p>Week 10 Oct 31</p>	<p>Status, Power, Influence</p>	<p>“Social Power” (Fiske & Berdahl, <u>Social Psychology: Handbook of Basic Principles</u>)</p> <p>“Harnessing the power of persuasion” (Cialdini, <u>Harvard Business Review</u>)</p> <p>“Leadership is associated with less stress” (Sherman et al, <u>Proceedings of National Academy of Sciences</u>)</p> <p>“Your body language shapes who you are” (Cuddy, TED talk)</p>	<p>In-Class Team Activity 8 Team Project Topic Due</p>
<p>Week 11 Nov 7</p>	<p>Emotion in Groups</p>	<p>“Group Affect” (Barsade & Knight, <u>Review of Organizational Psychology</u>)</p> <p>“Building the emotional intelligence of groups” (Druskat & Wolff, <u>Harvard Business Review</u>)</p> <p>“Emotional Intelligence scale” (Psychology Today -- Take the free version and save your report, bring to class.)</p> <p>“How to deal with a jerk without being a jerk” (Grant, <u>NY Times</u>)</p>	<p>In-Class Team Activity 9</p>
<p>Week 12 Nov 14</p>	<p>Team Diversity</p>	<p>“Demographic demography...” (Lau &</p>	<p>In-Class Activity 10</p>

		<p>Murnighan, <u>Academy of Management Review</u>)</p> <p>“How diversity can drive innovation” (Hewlett et al, <u>Harvard Business Review</u>)</p> <p>“Marginality and broadcast search” (Jeppeson & Lakhani, <u>Organization Science</u>)</p> <p>“Color blind or color brave” (Mellody Hobson, TED talk)</p> <p>“How to build trust on your cross-cultural team” (Molinsky & Gundling, <u>Harvard Business Review</u>)</p>	
Week 13 Nov 21	Gender and Leadership	<p>“Leading with their hearts...” (Brescoll, <u>Leadership Quarterly</u>)</p> <p>“Managing to clear the air, stereotype threat, women and leadership” (Hoyt & Murphy, <u>Leadership Quarterly</u>)</p> <p>“Picture a leader: Is she a woman” (Murphy, <u>New York Times</u>)</p> <p>“Americans no longer prefer male boss...” (Brennan, Gallup.com)</p> <p>“Why we have too few women leaders” (Sheryl Sandberg TED talk (2010))</p>	In-Class Team Activity 11
Week 14 Nov 28	No Class Thanksgiving		
Week 15 Dec 5	Final Presentations Last Day of Class		Final Presentations, Scripts and Bibliography Due

			Post-Leadership Assessment Due on Dec 6
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Statement on Academic Conduct and Support Systems:

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) / Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

CMGT 536 Reading List with Full Citations and Links:

Week 2: Team Selection and Orientation

Bryant, A. How to build a successful team. *New York Times*.
<https://www.nytimes.com/guides/business/manage-a-successful-team?>

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

Yu, L., & Zellmer-Bruhn, M. E. (2018). Introducing team mindfulness and considering its safeguard role against conflict transformation and social undermining. *Academy of Management Journal*, 61(1), 324-347.

Week 3: Effective and Ineffective Leaders

Sutton, R. I. (2010). *Good boss, bad boss: How to be the best-- and learn from the worst*. New York, NY: Business Plus.

Mautz, S. (2019). Google tried to prove managers don't matter instead they discovered 10 traits of the very best ones. *Inc.* <https://www.inc.com/scott-mautz/google-tried-to-prove-managers-dont-matter-instead-they-discovered-10-traits-of-very-best-ones.html?>

Week 4: Collective intelligence

Woolley, A.W., Aggarwal, I., and Malone, T.W. (2015). Collective Intelligence and Group Performance. *Current Directions in Psychological Science*, 24, 420–24.

Malone, T. W., Laubacher, R. & Dellarocas, C. (2010). The collective intelligence genome. *Sloan Management Review*, 51:3, 21-31.

Andrews, E. (2016). Melissa Valentine: Reinventing the way we work. Stanford Engineering website. <https://engineering.stanford.edu/magazine/article/melissa-valentine-re-inventing-way-we-work>

Ball, P. (2014). Wisdom of crowds: Myths and realities, BBC online.
<http://www.bbc.com/future/story/20140708-when-crowd-wisdom-goes-wrong>

Week 5: Transactive Memory

Wegner, D. M. (1987). Transactive memory: A contemporary analysis of the group mind. In B. Mullen & G. R. Goethals (Eds.) *Theories of group behavior* (pp. 185-208). New York: Springer-Verlag.

Brandon, D. P. & Hollingshead, A. B. (2004). Transactive memory systems in organizations: Matching tasks, expertise and people. *Organization Science*, 15, 633-644.

Majchrzak, A., Jarvenpaa, S. L. & Hollingshead, A. B. (2007). Coordinating expertise among emergent groups responding to disasters. *Organization Science*, 18, 147-161.

Irwin, N. (2016). How to become a CEO? The quickest path is a winding one. *New York Times*. (Sep 9). <https://www.nytimes.com/2016/09/11/upshot/how-to-become-a-ceo-the-quickest-path-is-a-winding-one.html>

Week 6: Creativity

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

Lehrer, J. (2012). Groupthink: The brainstorming myth. *New Yorker Magazine*, Jan 31 issue. <https://www.newyorker.com/magazine/2012/01/30/groupthink>

Literat, I. (2012). The work of art in the age of mediated participation: Crowdsourced art and collective creativity. *International Journal of Communication*, 6, 2962-2984. <http://ijoc.org/ojs/index.php/ijoc/article/view/1531/835>

Milk, C. & Koblin, A. (2010). The Johnny Cash Project. (video) <https://vimeo.com/15416762>

Creativity Techniques: Wikipedia https://en.wikipedia.org/wiki/Creativity_techniques

Week 7: Group Decision Making

Group Decision Making: Wikipedia https://en.wikipedia.org/wiki/Group_decision-making

Conradt, L. & Roper T.J. (2005). Consensus decision making in animals. *Trends in Ecology and Evolution*, 20: 449-45.

Wittenbaum, G. M., Hollingshead, A. B. & Botero, I. (2004). From cooperative to motivated information sharing in groups: Going beyond the hidden profile paradigm. *Communication Monographs*, 71, 286-310.

Gawande, A. (2007). The checklist. *New Yorker Magazine* (Dec 10)
<https://www.newyorker.com/magazine/2007/12/10/the-checklist>

Week 9: Group Values, Morals and Ethics

deWaal, F. (2011). Moral behavior in animals. TEDx Peachtree (Nov).
http://www.ted.com/talks/frans_de_waal_do_animals_have_morals.html

Zak, P. (2017). The neuroscience of trust. *Harvard Business Review*. (Jan-Feb).

Trevino, L. K., & Brown, M. E. (2004.) Managing to be ethical: Debunking five business ethics myths. *Academy of Management Executive*, 18:2, 69-81.

Amabile, T., Fisher, C. M., & Pillemer, J. (2014). IDEO's culture of helping. *Harvard Business Review*. (Jan-Feb).

Garrett, H. J. (2018). The kernel of human (rodent) kindness. *New York Times*. (Dec 28).
<https://www.nytimes.com/2018/12/28/opinion/empathy-research-morality-rats.html>

Week 10: Status, Power & Influence

Fiske, S. & Berdahl, J. (2007). Social Power. In A. Kruglanski & T. Higgins (2007). *Social psychology: Handbook of basic principles* (2nd ed.). (pp. 678-692). New York, NY, Guilford Press.

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

Sherman, G.D., Lee, J.J., Cuddy, A.J., Renshon, J., Oveis, C., Gross, J.J. & Lerner J.S. (2012) Leadership is associated with lower levels of stress. *Proceedings of the National Academy of Sciences of the United States of America*. 109: 17903-7.
<https://www.pnas.org/content/109/44/17903>

Cuddy, A. (2012). Your body language shapes who you are, TED talk. (June).
https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?

Week 11: Emotions in Groups

Barsade, S. & Knight, A. P. (2015). Group Affect. *Review of Organizational Psychology and Organizational Behavior*, 2, 21-46.

Druskat, V. U. & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard Business Review*, 81-90 (Mar).

Emotional Intelligence scale, *Psychology Today*. (Take the free version and save your report, bring to class.) <https://www.psychologytoday.com/us/tests/personality/emotional-intelligence-test>

Grant, A. (2019). How to deal with a jerk without being a jerk. *New York Times*. (Apr 5).

Week 12: Team diversity

Lau, D.C. and Murnighan, J.K. (1998) Demographic Diversity and Faultlines: The Compositional Dynamics of Organizational Groups. *Academy of Management Review*, 23, 325-340.

Hewlett, S., Marshall, M. & Sherbin, L. (2013). How diversity can drive innovation. *Harvard Business Review*. p. 30. (Dec).

Jeppesen, L. B., & Lakhani, K. R. (in press). Marginality and problem solving effectiveness in broadcast search. *Organization Science*, 21:5, 1016-1033.

Hobson, M. (2014). Color blind or color brave. TED talk. (June)
https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave?

Molinsky, A. & Gundling, E. (2016). How to build trust on your cross-cultural team. *Harvard Business Review*. (June 28).

Week 13: Gender and Leadership

Brescoll, V. (2016), Leading with their hearts: How gender stereotypes about emotions lead to biased evaluations of female leaders. *The Leadership Quarterly*, 27, 415-428.

Hoyt, C. L. & Murphy, S. E, (2016). Managing to clear the air, stereotype threat, women and leadership. *The Leadership Quarterly*, 27, 387-399.

Murphy, H. (2018). Picture a leader: Is she a woman. *New York Times*. (Mar 16).
<https://www.nytimes.com/2018/03/16/health/women-leadership-workplace.html?>

Brennan, M. (2017). Americans no longer prefer a male boss to a female boss. Gallup.com (Nov 16). <http://news.gallup.com/poll/222425/americans-no-longer-prefer-male-boss-female-boss.aspx>

Sandberg, S. (2010). Why we have too few women leaders. TEDWomen talk.
https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders?