

Edgar Miller
Truck Enterprises Inc
3440 South Main St.
Harrisonburg, VA 22801

564-6910 (work)
578-0733 (cell,
emiller@truckenterprises.com

MOL 600 Syllabus – Team Building and Collaboration

Course Summary

This course focuses on some of the talents and personal skills that are essential to being an effective leader. The course will be divided into three different parts; personal leadership skills, interpersonal skills, and finally team building and collaboration skills. We begin by taking yet another look inside, a look in the mirror if you will, as it relates to self-awareness, self-regulation and personal motivations. In the process of this study we will also work at recognizing the internal pitfalls that are prime to leader failure. In the second part of our study we will look those leader behaviors that enhance relationship building, communication skills, power and influence and motivation. In essence building a team that is a balance between the competitive nature of the organizational environment and one that collaborates for the good of the whole. Parts 1 and 2 are foundational to Part 3 which will focus on group behaviors and the advantages and sometime disadvantages of teams and move on to study the typical stages of team development followed by a review of effective behavior in team settings. In addition, we will explore the area of negotiations in the workplace and beyond.

Methodology and Achievement-based (learning) objectives

The basis for this class begins with the premise that we learn skills most deeply by actually experiencing and doing them. Our time together will be a combination of lecture and critical reflection and analysis of both hypothetical and real-life examples (that you bring to class from your experiences) surrounding the idea of leadership, teams building and collaboration. Hopefully you will be able to have the opportunity to try out the skills in your current workplace and/or home and bring back to the class your successes and failures that can add significantly to our learning together. The reading in this class may be less than what you may have experienced in other courses and the time you might normally spend reading will be used to analyze and practice the skills we are learning. There will be reading required in addition to the text via various articles or videos assigned in Moodle. You will be required to write a short summary of the article or video and your analysis of the article or video. In many of the modules, you will begin by assessing your current capabilities so that you may identify gaps in your skills. You will then learn the skill and have the opportunity to practice it through exercises and eventually in your own work place and at home.

Texts

Developing Management Skills, David Whetten and Kim Cameron, (Pearson 9th edition 2016).

Getting to Yes, Roger Fisher, William Ury and Bruce Patton (Penguin Revised Edition 2011) (It is acceptable to use the older edition of this text.)

Evaluation

As noted above, this is not a course that requires voluminous reading. However, you may find some of the material from *Developing Management Skills* dense in character and it may require re-reading. In general, you should increase the depth of your learning by investing time in the various questions, exercises and applications concerning the skills you are learning. Therefore, much of your evaluation will have to do with your performance on various exercises in and out of class, rather than one or two extensive papers. In doing these exercises, it is important to note that in most cases, there is no “one right way” to complete them. Rather, you will be evaluated on your effort you are your demonstrating your grasp of the skills being taught.

Class Participation—80 percent. Class participation will be based upon the quality of the participation about issues in the readings, discussions, cases and ability to communicate your ideas. (You will not however, be judged on your artistic ability!) Asking insightful questions is a good form of class participation. Bringing questions or situations from your work or home environment that are germane to our discussions are also good forms of class participation. Quality of participation is more important than quantity. In addition, prepare for in-class exercises in which you practice the skills you are learning. Many of these exercises will involve team or group activities. In other words I would like you to demonstrate that you have done the readings and/or watched the videos assigned that week by adding significantly to the class.

Weekly Review of Reading – 20 Percent. As mentioned above there will be various articles each week for you to read or view that will be due at the beginning of each class period. A 1-2 paragraph summation of what you have read and (most importantly) an additional 2-3 paragraphs of what your opinion or analysis of what you read. Be conscience - 1000 words max.

Requirements

Attendance is critical in this course, perhaps even more so than usual because it only meets once a week and so much of the learning and practice will take place in class. In addition, because the class will require your participation in activities, advance notice of any absences will be expected.

Please pay attention to Moodle as it will be used extensively to communicate extensively in this course. Because this is my first experience using a hybrid format, assignments are subject to change as we adjust to the pace of learning deeply. You are responsible for checking Moodle for announcements, messages and other information.

Class Schedule

Always check Moodle for Additional Readings or Questions to Consider for Class.

January 12

Developing Management Skills – Read the Introduction

Reading – What makes a Leader – Goleman

From your own experiences in the work place, think about the best and worst bosses/leader you have had. What characteristics did best leader exhibit that made them the best? Likewise, what characteristics did worst leader exhibit that made them the worst?

January 19 – 26

Developing Management Skills Chapter 1 - Developing Self-Awareness pages 44-67

Becoming an effective manager or leader begins with a process of self-awareness. Managers that fail to know and understand themselves would very likely experience problems understanding and managing others.

Reading - Drucker, Peter. (1999) Managing oneself. Harvard Business Review, March-April, pp. 65-74.

Assessments:

The Defining Issues Test

The Cognitive Style Indicator

The Tolerance of Ambiguity Scale

The Core Self-Evaluation Scale

The “Big Five” Personality Test at <http://www.outofservice.com/bigfive/>

Analysis: Read and Prepare to Discuss in Class

Computerized Exam -pp 69-70

Decision Dilemmas – pp 70-1

Practice: Read and Prepare to Discuss in Class:

Diagnosing Managerial Styles - pp73-5

February 2- 9

Developing Management Skills - Chapter 4 Building Relationships by Communicating Supportively Pages 190-216

The skill most often rated as essential in effective management is competent interpersonal communication. In this chapter, we refer to it as “supportive communication” to convey the importance of support for the person receiving the message. This support is the key to empowering people. Competent supportive communication leads to: (1) stronger interpersonal relationships among people, (2) increased understanding of both the messages that are passed as well as of other peoples’ attitudes and feelings, and (3) more effective message delivery.

Reading - DeNisi, Angelo S., & Kluger, Avraham N. (2000). Feedback effectiveness: Can 360-degree appraisals be improved? Academy of Management Executive, 14(1), 129–139

Assessments:

The Communications Quiz - https://www.mindtools.com/pages/article/newCS_99.htm

Analysis: Read and Prepare to Discuss in Class

Find Somebody Else – pp 216-17

Rejected Plans – pp 217-19

Practice: Read and Prepare to Discuss in Class:

United Chemical Company pp 219-21

Bryon vs. Thomas pp 221-23

Active Listening Exercise page 223

February 16-23**Developing Management Skills – Chapter 5 Gaining Power and Influence - pages 228-252**

The chapter focuses on two sources of power (personal and position), as well as on the process of transforming power into influence. This process involves selecting the appropriate influence strategy and acting assertively when necessary.

Reading - Pfeffer, Jeffrey. Power Play. Harvard Business Review. Jul/Aug2010, Vol. 88 Issue 7/8, p84-92.

Assessments:

Five Steps to Increase Your Influence:

<http://www.forbes.com/sites/work-in-progress/2011/12/21/five-steps-to-increase-your-influence/#4223e8091c65>

Gaining Power and Influence:

<https://www.kellogg.northwestern.edu/faculty/uzzi/ftp/page292.html>

Analysis: Read and Prepare to Discuss in Class

Dynica Software Solutions page 253

Practice: Read and Prepare to Discuss in Class:

Repairing Power Failures in Management Circuits pp254-55

Ann Lyman's Proposal page 256

March 2-16 – no class March 9**Developing Management Skills – Chapter 6 Motivating Others pages 264-289**

This chapter uses expectancy theory as its theoretical motivational core, in addition we will use a number of behavioral modification and leadership principles used to motivate other people. Basically, managers do not motivate subordinates, at least not directly. People motivate themselves. What managers can and should do is to provide a working environment that fosters motivation and encourages high productivity.

Reading - Herzberg, Frederick. One More Time: How Do You Motivate Employees? Harvard Business Review. Jan2003, Vol. 81 Issue 1, p87-96

Video:

How Great Leaders Inspire:

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

The Puzzle of Motivation:

https://www.ted.com/talks/dan_pink_on_motivation?language=en

Zappos Motivating Employees through Company Culture:

https://www.youtube.com/watch?v=4h-2l_7mdAM&t=18s

Analysis: Read and Prepare to Discuss in Class

Electro Logic Case pp 289-95

Practice: Read and Prepare to Discuss in Class:

Shaheen Matombo and Andre Tate pp. 299-301

March 23-30

Developing Management Skills – Chapter 8 Empowering and Engaging Others Pages 366-389

The concepts of delegating and empowering are integral to the effective functioning of every organization.

Reading: Atkins ZAK, PAUL J. The Neuroscience of Trust Harvard Business Review. Jan/Feb2017, Vol. 95 Issue 1, p84-90.

Analysis: Read and Prepare to Discuss in Class .

Minding the Store pp 389-90

Changing the Portfolio pp. 390-91

Practice: Read and Prepare to Discuss in Class:

Empowering Ourselves pp. 396-7

Deciding to Engage Others pp. 396-7

April 6-13

Developing Management Skills – Chapter 9 Building Effective Teams and Teamwork page 403-428

Effective leaders must be able to facilitate outstanding team performance in order to help employees achieve their collective potential. Among the aspects of team building considered in this chapter are the advantages of teamwork, the application of team leadership and member roles, and stages of team development.

Getting to Yes – Chapter 1

Reading: *Pentland, Alex. (2012). The new science of building great teams. Harvard Business Review, 90(4), 60-69.*

Assessment:

Diagnosing the Need for Team Building pp. 402-03

Analysis: Read and Prepare to Discuss in Class

The Tallahassee Democrat's ELITE Team pp. 428-31

Practice: Read and Prepare to Discuss in Class:

Leadership Roles in Teams pp. 432-3

Winning the War on Talent pp. pp.435-7

April 20 -27

Getting to Yes – Part 2-4 pages 17 –150

Reading: *Kinsey Goman, Carol. Collaborative Leadership from A to Z. Leadership Excellence Essentials. Jul2016, Vol. 33 Issue 7, p7-8.*