

# MAN337: Groups and Teams

## Course Syllabus

### Fall 2011

#### McCombs School of Business



#### **Professor Ethan Burris**

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## Course Description

This is an advanced course in Groups and Teams designed to give you exposure to essential theories and concepts for analyzing, understanding, and managing groups. This course examines components that comprise teams, highlights key factors that influence team effectiveness, develops skills in diagnosing opportunities and threats that face teams, and enhances teamwork expertise. Team management is studied through reading and discussing cases, learning and implementing techniques to build and sustain teams, and completing a team project where you can apply the skills and knowledge you've learned to a real-world team. This is a great class for anyone who wants to be an effective team member or leader in the future!

The course has two broad foci. First, this course examines the interpersonal processes and structural characteristics that influence the effectiveness of teams, individual behavior in face-to-face interactions, and the dynamics of interpersonal relationships. In short, we will examine, "what does it take to be a good teammate?" Second, this course seeks to understand the theory and processes of group and team behavior to inform how you can effectively lead teams. This course will help you understand the general principles and processes of effective leadership so that you can lead in a wide variety of situations.

#### **Specific Course Objectives**

My goals for this course are to help you

- Improve your analytic abilities in understanding the behavior of individuals and groups in organizations,
- Apply tools for diagnosing and enhancing team effectiveness.
- Increase your awareness of how successful business executives lead and what separates them from their unsuccessful counterparts,

- Gain experience in leadership situations, including learning to deal with conflict, time pressure, and different accountability systems, 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 requirements and grading

Class Contribution and Attendance	20%
Case Analyses (10% each)	30%
Teammate Evaluations	10%
Outstanding Team Project	30%
Capstone Exercise – Experiencepoint	5%
Reflected Best Self	5%

Grading is based strictly on mastery of course material. No “curves” will be used. Letter grades will be assigned as follows:

A	93.33 – 100
A-	90 – 93.32
B+	86.67 – 89.99
B	83.33 – 86.66
B-	80 – 83.32
C+	76.67 – 79.99
C	73.33 – 76.66
C-	70 – 73.32
D+	66.67 – 69.99
D	63.33 – 66.66
D-	60 – 63.32
F	Below 60

### **CLASS CONTRIBUTION AND ATTENDANCE (20%).**

In a discussion-based class, it is your responsibility to be thoroughly prepared to discuss each case. A critical component of the course is spirited, informed discussion. Many people are intimidated by the “obligation” of speaking up in class. Don’t be. Your anxiety will be reduced only through practice. Here’s the secret to cutting your stress level: BE PREPARED. If you have familiarized yourself with the case and readings, you will succeed if you speak up. Please keep in mind that the only measurable output of your preparation is your class discussion – but airtime is a scarce resource, so please use it wisely. Comments based solely on “gut reaction” generally do not add much value. Participation that does not add any value is treated the same as

not participating, unless it becomes a pattern. Frequent non-quality contributions are not rewarded and in some cases may be penalized.

Because classes are composed mostly of discussions, exercises, and team meetings, with only a small amount of course lecturing, not only is attendance crucial to your understanding of the material but it is also crucial to your classmate's learning. Each of you brings your own set of experiences that we can all learn from and you are needed in class to contribute your perspective as well as participate in the exercises. Therefore, attendance is required for the **entire class period**.

If you need to miss class for a legitimate reason (including but not limited to illness, job interview, or religious holiday) you must e-mail the instructor before class begins, stating the reason for missing class. Such an absence will be considered excused. In the event an emergency occurs and you are unable to contact the instructor before class begins you must get in touch with the instructor as soon as possible with an explanation of the circumstances. Such occurrences will generally be eligible for an excused absence, but will be considered on a case-by-case basis by the instructor.

An excused absence results in a class participation score of the class average for that day. An unexcused absence results in a class participation score of "0" for the day. In addition, the following *cumulative* penalties apply for accruing multiple unexcused absences and are non-negotiable:

- 1<sup>st</sup> Unexcused Absence – 10% Reduction in Participation Score
- 2<sup>rd</sup> Unexcused Absence – 25% Reduction in Participation Score
- 3<sup>rd</sup> Unexcused Absence – 50% Reduction in Participation Score

Learning in this class is a collective responsibility and these additional penalties are intended to capture the cost of others' lost learning because you are not there to contribute your valuable insights. The penalties will be applied to the final participation score, but will not reduce the score below 0.

The grading for class contribution is based on the following:

- a) Attendance. Name cards must be consistently displayed during class, as this is how I track attendance and participation. Multiple absences will result in a reduction of your grade.
- b) Are the points that are made relevant to the discussion? Are they linked to the comments of others?
- c) Do the comments add to our understanding of the situation?
- d) Do the comments show evidence of analysis of the case?
- e) Does the participant distinguish among different kinds of data (that is, facts, opinions, beliefs, concepts, etc.)?
- f) Is there a willingness to share?
- g) Is there a willingness to test new ideas, or are all comments "safe"? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague.)
- h) Is the participant willing to interact with other class members?

- i) Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?
- j) Does the student ask questions rather than limit participation to responding to others' questions?
- k) Professionalism. You will be expected to treat this class like you would any other business situation. Please see the administrative policies section for more details on the definition of professionalism.

### **CASE ANALYSES (30%).**

You will be responsible for three short case analyses to be completed in groups during the semester. These are opportunities for you to apply class concepts to a real life case. For each case, a list of questions will be posted in advance. Two class sessions are dedicated to covering the case analysis in depth. During the first session, you will be formed into teams, will assign or be assigned a leader for that day, and will be charged with answering the case questions. Each team is responsible for creating a 1-slide presentation for the following class. In addition, each team is responsible for writing a more detailed case analysis which is also due the following class. Case analyses must be typed, double-spaced, with 1-inch margins and 12-point type. Papers are limited to 5-6 pages. I will provide additional formatting instructions and grading criteria as the first due date nears.

### **General Words about Teamwork:**

The issue of equity is a concern that some students have about working in teams and about team grades. If you work harder and do better work than your peers, why should your grade be dependent on them? This view is generally a function of coming from educational environments that only ask for and measure individual performance. Your output for many of the assignments in this school will be a team product, such as a team case presentation. Team tasks should be given team rewards. This means that you not only must make a direct contribution to the development of the in-class presentation, but that you also have an obligation to make your team work effectively.

An infrequent problem associated with group projects is a team member who does not do his/her share of the job. You are urged not to let problems develop to the point where they become serious. Beware of excuses like: "I am too busy with urgent work - health - social - problems right now but I'll make it up later." It is surprising how many people who have one problem have a series of other problems. Be reasonable, but don't be a doormat. Everyone in this class is expected to carry an equal share of the teamwork load.

I will not supervise the process any more closely than would most managers in similar circumstances. Rather, you are expected to get the work done and to manage each other. You are on your honor that you will do your fair share. Teams often ignore problems wishing that they would go away. More often they don't; they only get worse. Try to solve the problem among yourselves. If you can't, bring it to me. If I am convinced that someone has not carried his/her fair share - for any reason - I will reduce that person's grade as low as to 0 if I believe it is warranted.

## **TEAMMATE EVALUATION (10%).**

For each case analysis, you will provide a teammate evaluation for each teammate. This form will be available on Blackboard. You will evaluate each teammate's 1) quality of contribution, 2) quantity of contribution, 3) teamwork skills, 4) attitude, 5) dependability, and 6) overall effectiveness. You must provide evaluations of all of your teammates for each case analysis. Failure to provide evaluations will result in a reduction of your own teammate evaluation grade.

## **OUTSTANDING TEAM PROJECT (30%).**

**Objectives:** You will assemble a semester-long team to complete this project. Your team will gather information about a real "Outstanding" team. It can be any type of team – sports, business, non-profit, academic, etc. Be creative in choosing your team. But, the team must, without any shadow of a doubt, be considered by a large majority of people as a truly outstanding team. You will describe the team and then provide your team's analysis on why the team is "outstanding." In other words, your analysis should answer these two key questions: (1) what are 2-3 secrets of this team's success? (2) How can other teams (within work organizations) implement these 2-3 secrets to success?

**Overview:** You will work in teams of 3-5 people to complete the requirements for this project.

**Components:** There are four components of this project.

1. Proposal
2. Written Analysis
3. Peer Evaluations
4. Team Analysis Presentations

**Instructions:** Detailed instructions for each component are outlined below:

### Proposal

**Due:** Monday, October 10 at the beginning of class.

#### **Content:**

- Description of the team (e.g., its objectives, structure, and composition).
- Description of why it is truly outstanding (1-2 sentences).
- Description of course material/topics will be used to analyze why the team is outstanding.
- A timeline for completing the project, including important milestones and completion dates (e.g., planning, data collection, data analysis, writing of the report, etc.).

**Format:** Typed, double spaced, 1" margins, 12 point Times New Roman font.

**Length:** Approximately 1 page.

## Written Analysis

**Due:** Monday, November 21 at 5 pm.

**Content:** Your team will use course material to analyze and evaluate the functioning of two real-world work teams, and to make specific recommendations for enhancing the effectiveness of each team. There are multiple approaches your team could take to this task.

**Format:** Typed, double spaced, 1” margins, 12 point Times New Roman font, bound (spiral binding preferred), and structured as follows:

1. Title Page
2. Description of the team and metrics used to evaluate its effectiveness (1-2 pages)
3. Description of why the team is outstanding – please use course material or consult with Professor Burris on use of material outside of the class (4-6 pages)
4. Description of recommendations for enhancing the effectiveness of other work teams based on learnings from your outstanding team (1-2 pages)

**Length:** 8-10 pages total (excluding title page).

**Questions:** The instructor will gladly answer questions about the project via e-mail or in person.

### **Grading:**

#### Criteria

All sections will be judged (as applicable) on quality, incorporation of course material, thoroughness, and level of insight and analysis displayed. The general grading criteria listed in the Course Syllabus are also applicable to the Team Analysis.

Title Page, Table of Contents, Executive Summary	5%
Overview of Work Team and Context	5%
Methodology	5%
Analysis of Strengths	35%
Recommendations for other teams	30%
Overall Effectiveness	20%

## Peer Evaluations

**Due:** Monday, November 21.

**Content:** Assign points to each member of your team based on the criteria and performance levels described on the Peer Evaluation forms online. Evaluate each teammate. Write brief comments for each team member explaining why you assigned the ratings you did.

**Grading:** Students who do not hand in their Peer Evaluations will be penalized half of their Peer Evaluation grade. Peer Evaluation grades will be calculated by averaging the

points assigned to you by each of your team members. Individual point assignments will remain confidential.

### Team Presentations

**Due:** Wednesday, Nov 16 or Monday, Nov 21. Presentations must be e-mailed to the instructor no later than 6 am on the morning of your presentation.

**Content:** A 8-10 minute summary of the results of your written analysis.

### **Grading of Outstanding Team Project:**

Proposal	5%
Written Analysis	70%
Peer Evaluations	10%
Team Presentations	15%

### **General Words about Teamwork:**

See above under “Case Analyses”

### **CAPSTONE EXERCISE – EXPERIENCEPOINT (5%)**

The purpose of this exercise is to provide a capstone experience to apply the theories we have discussed throughout the course in a simulation about managing groups and organizational change. Your team’s performance will be scored and grades will be distributed accordingly.

### **REFLECTED BEST SELF (5%)**

The purpose of the exercise is to begin the process of enhancing your personal development as a leader and discover when you are at your best at leading teams. This goal of this exercise is to:

- Generate awareness of how others see you when you are at your best
- Enhance understanding about what kinds of work situations bring out the best in you
- Create personal and career development plans and actions, based upon the reflections above

Though this course is not focused solely on your own leadership development, this exercise will enable you to begin that process by familiarizing yourself with what you believe are your strengths and weakness as a leader, how others see your strengths and weaknesses, and therefore what are the best situations for you to successfully lead others.

A 5-page paper will be due at the end of the semester. Professor Burris will provide many more details at the mid-point of the semester on the assignment.

## Administrative Policies

**Policy on McCombs Classroom Professionalism.** The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the undergraduate program experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

**Policy Regarding Re-reads of all graded coursework:** In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please write a brief summary of what you feel needs further attention and submit this re-read request with your original work with my comments within 1 week of receiving your grade. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Each grade component is considered final one week after given to the class and will no longer be open for



re-reading or discussion. I do not accept personal lobbying efforts on behalf of grades other than in writing.

**Policy on Academic Accommodations:** Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

**Policy on Blackboard:** Password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi02-03/app/appc09.html>.

**Policy on Academic Integrity:** The details of the Honor System are described on <http://mba.mcombs.utexas.edu/students/academics/honor/index.asp> and below. By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. **Policy on Scholastic Dishonesty:** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

**Honor Code Purpose:** Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations,

maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

**Faculty Involvement in the Honor System:** The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

### **Expectations Under the Honor System**

**Standards:** If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

**Lying:** Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

**Stealing:** Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

**Cheating:** Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-

up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

**Actions Required for Responding to Suspected and Known Violations:** As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

**The Honor Pledge:** The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."

# Class Schedule and Required Reading

Course Packet: MAN337 course packet is available at the University Co-op.

\*\* I reserve the right to make changes to the readings and/or topics as needed

Date	Assigned Reading Due
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## Week 1 Introduction to Groups and Teams

Wed, Aug 24

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## Week 2 Team Composition

Mon, Aug 29 Required: Discipline of Teams by Katzenbach and Smith

Wed, Aug 31 Required: Managing your Team by Linda Hill  
Case Handed out in class

**Due: Team Project - Group membership list**

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## Week 3 Team Composition & Managing Team Performance

Mon, Sept 5 Labor Day No Class

Wed, Sept 7 Required: Demand Better Results – And Get Them by Schaffer  
Narg Island – *distributed in class*

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## Week 4 Managing Team Performance

Mon, Sept 12 Required: Coach K: A Matter of the Heart  
Coach Knight: The Will to Win  
The Great Intimidators by Kramer

Wed, Sept 14 *Case Analysis #1 – Jack Welch, GE*

Required: Jack Welch: General Electric's Revolutionary by  
Joseph L. Bower

The Four Phases of Welch's GE

Revealed as Last: The Secret of Jack Welch's Success  
by Michelle Conlin

Control your destiny or someone else will by Tichy &

Sherman

Jack, A Close-up Look at How America's #1 Manager Runs GE by John Byrne

What's needed next: A culture of candor by O'Toole and Bennis

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**Week 5 Managing Team Performance & Managing Conflict in Teams**

Mon, Sept 19 *Case Analysis #1 – Jack Welch, GE*

**Due:** **Case Analysis #1**

Wed, Sept 21 Required: Want Collaboration? Accept and Actively Manage Conflict by Weiss and Hughes

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**Week 6 Working Together in Teams**

Mon, Sept 26 Required: What Leaders Really Do by Kotter

Wed, Sept 28 *Case Analysis #2 – Michael Eisner, Disney*

Required: Level 5 Leadership by Collins

Common Sense and Conflict: An Interview with Disney's Michael Eisner

Eisner Explains Everything by Huey

Tears and Turmoil in Tinseltown by Rankine

Disney: Room for two lion kings? By Grocer & Oneal

The Eisner School of Business by Rose

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**Week 7 Working Together in Teams & Team Decision-Making**

Mon, Oct 3 *Case Analysis #2 – Michael Eisner, Disney*

**Due:** **Case Analysis #2**

Wed, Oct 5 Guest Speaker: Coach Rick Barnes, UT Men's Basketball Coach

Note: This is a tentative date subject to the availability of Coach Barnes' schedule. In the event that the date of his guest lecture changes, Prof. Burriss will send out an updated syllabus.

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**Week 8 Culture**

Mon, Oct 10 Required Group Project Day – no class meeting

**Due: Outstanding Team Proposal**

Wed, Oct 12 Case on Herb Kelleher, Southwest Airlines

Required: Southwest Airlines: A case study by Hallowell

Have Fun, Make Money by Gruner

Slow Climb to New Heights by Godsey

The King of the Hill Evolves by Feldman

A Smokeless Herb by Brown

Jet Blue by Feldman

Putting people first for organizational success by  
Pfeffer & Veiga

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**Week 9 Culture & Power**

Mon, Oct 17 Case on Herb Kelleher, Southwest Airlines (No written analysis due)  
Required: No reading required

Wed, Oct 19 Required: Handouts from previous class

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**Week 10 Power**

Mon, Oct 24 Required: Power Play by Pfeffer

Wed, Oct 26 *Case Analysis #3 – Colin Powell, United States Government*

Required: The Powell Leadership Doctrine by Friel.

The World According to Powell by Keller

Managing your boss by Gabarro and Kotter

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**Week 11 Capstone Case**

Mon, Oct 31      *Case Analysis #3 – Colin Powell, United States Government*

**Due:**                      **Case Analysis #3**

Wed, Nov 2      Required:              Experiencepoint - Introductory materials online

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**Week 12 Capstone Case**

Mon, Nov 7      Required:              Experiencepoint

Wed, Nov 9      Required:              Experiencepoint

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**Week 13 Team Presentations**

Mon, Nov 14      Guest Speaker      Jenni Oaks, Accenture, Senior Manager of Operations  
for North America

Wed, Nov 16      Team Presentations

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**Week 14 Team Presentations**

Mon, Nov 21      Team Presentations

**Due:**                      **Outstanding Team Written Analysis**

**Due:**                      **Peer Evaluations (on Friday)**

Wed, Nov 23      NO CLASS – Happy Thanksgiving

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**Week 15 Team Leader Development and Wrap Up**

Mon, Nov 28      Required:              How to Play to Your Strengths by Roberts, et al.

Wed, Nov 30      Wrap-up