MGT 721 – Group Process and Leadership
Dr. Beth Chung – Summer 2012

College of Business Administration
San Diego State University

Instructor:
Professor Beth Chung, Ph.D.
Office: SS 3408
Phone: 594-2699
Email: Beth.Chung@sdsu.edu
Office Hours: W 5:30-6:00pm; just before and after class; and by appointment. Please feel free to talk to me, I WANT to know you as a person, not as a number.

Course Meeting Times:
MW 6:00-9:40pm in EBA339

Management Dept. Office: SS3356; 594-5317

Required Reading:
Custom Book (listed under my name) – may be purchased at the book store
Additional readings may be added at my discretion

Course Description and Learning Objectives:
Welcome! This course is designed for graduate students who are currently in or intend to move into managerial and related professional roles. It is assumed that you have an understanding of the basic concepts in leadership and group process through the graduate OB class. As a result, this course will emphasize depth in knowledge acquisition and skill development in the areas of leadership and group processes. At the end of this course, you should be able to…

♦ Compare and contrast leadership styles, theories and their usefulness in varying contexts.
♦ Articulate the factors inherent in group culture and dynamics and the impact of teams.
♦ Identify your strengths and weaknesses as a leader and group member.
♦ Demonstrate supportive interpersonal skills (e.g., listening, feedback, empathy)
♦ Analyze and discuss the “do’s and don’ts” of leadership via case analysis.

Instructional Methods:
Multiple learning methods will be used throughout this course including readings, lectures, exercises, cases, class discussions, videos, and projects. Class sessions will highlight certain points from the reading, provide additional information and in most cases, have an experiential component. Reading assignments provide a basis for both lectures and discussions and must be
read PRIOR to each class session. You will learn most from the class sessions if you read and think about the assigned materials beforehand. The readings introduce many more ideas and tools than our limited class time allows. The fact that we do not discuss a particular concept does not mean that the idea is not important. If you are strongly moved or have questions about something in the reading that is not mentioned in class, please bring it up in class or with me at another time.

Because students bring with them a wealth of insight, experiences, and perspectives, participation is an essential feature of the course. Occasionally, you will be called on to discuss issues and answer questions relevant to the topics being covered. Students should consider each other, in addition to the above listed learning tools, as important catalysts for learning.

**Course Requirements:**

Leadership and group process are topics that cannot easily be grasped by passive learning, therefore a number of different activities and evaluation criteria will be used:

1. **Cases:** We will be using mini cases throughout the course but only one case will be turned in and graded (Alan Lafley case). We will discuss this case in depth on the day that the written case analysis is due.

2. **Group Assignment:** Since this class is about group process, you will be required to do a group presentation with approximately 4 of your classmates. The group assignment is as follows:

   **Leader analysis:** Your group can select a CEO or founder of an organization for the purpose of examining his/her leadership style and drawing some conclusions about his/her effectiveness. The group will need to 1) examine the company’s stock price (for a public company) during the period when this CEO was/is in charge and determine whether their compensation was justified on the basis of their performance, 2) assess the CEO’s vision, strategies, goals, programs or projects and whether each added value to the company, 3) examine the CEO’s impact on the culture and functioning of the company, productivity of employees, etc., 4) assess relevant aspects of this CEO’s leadership style that added or detracted from his/her performance as a leader, and 5) assess the CEO’s level of emotional intelligence. Detailed information on the presentation will be provided in class.

3. **Exam (Topic: teams):** Normally with the semester-long version of this course, your knowledge acquisition on team concepts can be assessed with other means. However, due to the short duration of this course, your knowledge acquisition will be assessed with a short exam.

4. **Journal:** You will keep a journal throughout the class. You will use the action-observation-reflection model to write journal entries when applicable. Other times you will be given specific questions to answer in your journal. Journals will be turned in at the end of the term. Journals will be graded according to quantity (accurate number of entries as assigned) and quality (depth of analysis). Turn in a copy of your journal, you may want to keep the original for your own use.

5. **Self/Peer Evaluation:** At the end of your group project, you will evaluate your team members on their contributions to the group project. Rating dimensions will be on meeting
attendance/tardiness, quality of contribution, quantity of contribution, cooperation and teamwork, and follow through. Ratings for each dimension across raters will be averaged.

6. **Participation/Attendance:** Class members are expected to engage in class discussions/exercises and to invite others to participate. An essential element in the adult education setting is active participation. That includes attending class, preparing for class, turning in homework, participating in exercises, volunteering for exercises, sharing your experiences, voicing your opinion, etc. Keep in mind that Leadership and Group Process are topics that have few “right” or “wrong” answers and it may merely be your opinion that is asked for. Consideration of multiple perspectives is essential for student learning.

Since this class is condensed (meeting over a short period of time), it is important that you make every effort to attend each class. Missing one class can significantly hurt your acquisition of knowledge as well as your group’s progress on the presentation.

**Other Information:**
- To receive full credit for assignments, they must be submitted on time in a complete and error-free fashion. All assignments must be typed, conform to 1” margins, in 12-point font, and double-spaced. All assignments are due at the beginning of class on the due date specified in the attached course schedule. The equivalent of one full letter grade will be deducted from an assignment each day (24 hours) that it is late. If you are certain that your paper will be far better given another day’s preparation, it may be worth it to accept the penalty and write the better paper.

- I will be available to discuss papers with you before they are due. I can be used as a “sounding board” for your ideas and outlines and, as time allows, I can read rough drafts and make suggestions.

- All papers will be based on **Content** (how deeply you have thought about the topic, integration of your experiences with course concepts, communication of insights, accuracy of concept application, etc.) and **Presentation** (organization, grammar, spelling, style, etc.). Remember, you will be evaluated on both what you say and how you say it.

**Overall Course Grade**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
</tr>
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<tbody>
<tr>
<td>Individual case analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Group presentation</td>
<td>25%</td>
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<tr>
<td>Teams Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Self/peer evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>Participation (attendance + homework + active participation)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale:**
A = 93-100%
A- = 90-92.99%
B+ = 87-89.99%
B = 83-86.99%
B- = 80-82.99%
C+ = 77-79.99%
C = 73-76.99%
C- = 70-72.99%
D+ = 67-69.99%
D = 63-66.99%
D- = 60-62.99%
F = Below 59.99%

**Grading Policy:**
There will be no set quota of “A”s, “B”s, etc., which will be given out; I don’t believe in forced bell curves. This is done to reduce stress and dysfunctional competition within the class. My assumption is that you are all “A” students until you prove otherwise.

**Course Grievance Procedures:**
Effective human resource management policies involve providing a procedure through which employees can complain when they believe they have been treated unfairly. If YOU feel you have been graded unfairly in this course, you may use the following procedure to voice your complaint:

1. Talk to me directly (if you have a simple question) **after** 24 hours and within 7 days of receiving the grade (on assignments or final grade).
2. If you still feel like you have questions or are in debate with the grade given, you can send me a written appeal within 14 days of receiving the grade. After 14 days, I will assume that you agree with my assessment and consider the grade final.
3. To file an appeal, prepare a written statement detailing why you think the grade is unfair. Be sure to document your reasons by referring to inconsistency in grading standards, incorrect point calculations, etc. Stating simply that you feel you “deserve” a higher grade is not sufficient grounds for appeal.
4. Submit the written statement along with the graded material (if appropriate). I will consider your complaint and make a decision. You will be notified in writing of my decision.
5. If you are not satisfied with my decision, you may use university grievance procedures as your appeal. Please note that I will fully document my rationale for all grades.

**Evaluation of Instructor Performance:**
Two opportunities for anonymous student input into the class will be provided. The first will occur around the middle of the term. Students may provide anonymous feedback regarding all aspects of the course. Using this feedback, I will decide what changes to make to the course. Please note that although all suggestions will be heard, there is no guarantee that I will be able to make all of the changes suggested. However, in past classes, I have usually been able to respond to most concerns. The second feedback session will occur at the end of the term through the University system. As always, other forms of informal feedback are welcome throughout the course.
**Additional Class Policies:**

1. Violations of academic integrity in any form (e.g., cheating, plagiarism, copying others’ work, allowing others to copy your work, etc.) will not be tolerated. Students will not be allowed to receive assistance from sources other than those pre-specified by me. You are permitted to discuss papers with classmates, to brainstorm and test ideas, but the writing should be done on your own. Violating the academic integrity code is grounds for failing the course with a record of the offense possibly placed in your permanent transcript. Please refer to your student handbook for the academic integrity policy set forth by the University.

2. All student disabilities and religious holidays will be cheerfully accommodated. If you have a condition (e.g., pregnancy, learning disability, etc.) or holiday that needs accommodation, please see me early in the term so that we can take the appropriate steps.

3. Please inform me if any special circumstances arise for you during the term. That is, if you are having difficulty in class due to extenuating outside circumstances, please talk to me as soon as possible so we can minimize the effects of these circumstances.

4. In exchange for all your hard work, I promise to make this an engaging and useful class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W</td>
<td>5/23</td>
<td>Course overview, introductions, form teams.</td>
<td>Overall: Read Alan G. Lafley case (Item #9) and prep case by 6/18/12.</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>5/28</td>
<td>Memorial Day – No Class</td>
<td></td>
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</tbody>
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| 2    | W   | 5/30 | Team Structure, team process and decision making | - Reader item #1: Groups, Teams and Their Leadership  
- Reader item #2: Individual and Group Decision Making |
| 3    | M   | 6/4  | Team leadership skills | - Reader item #3: Leadership Skills Within Teams – Part 3 |
| 3    | W   | 6/6  | Leadership Communication | - Reader item #10: Leadership Skills: Part 2  
- Reader item #11: What is Leadership Communications? |
| 4    | M   | 6/11 | Exam on Teams (first part of class)  
Framework for leadership; leadership traits | - Reader item #4: Leadership Involves the Interaction of…  
- Reader item #5: Leadership Traits |
| 4    | W   | 6/13 | Leadership behavior and contingency theories of leadership | - Reader item #6: Leadership Behavior  
- Reader item #7: Contingency Theories of Leadership |
| 5    | M   | 6/18 | Leadership and change; discussion of case: Alan G. Lafley | - Reader item #8: Leadership and Change.  
**Turn in case analysis of Alan G. Lafley** |
| 5    | W   | 6/20 | Guest speaker – TBA  
Diversity: domestic and international | - Reader item #13: Framework for Pursuing Diversity in the Workplace  
- Reader item #14: Dear White Boss…  
- Reader item #15: The Meanings and Dimensions of Culture |
| 6    | M   | 6/25 | Self awareness, strategic self planning, visioning | - Reader item #12: Journey into Self-Awareness  
**Self-awareness homework due** |
| 6    | W   | 6/27 | Presentations | |
| 7    | M   | 7/2  | Presentations & wrap-up | - Self/peer evaluations due (**after your team has presented**)  
- Journals due |
| 7 | W | 7/4 | Independence Day – No Class |

Note: This is a tentative course schedule and may shift at my discretion according to class needs, availability of guest speakers, and the like. Additional readings and assignments will be given in class.

Congratulations, you’ve completed MGT721!