



**Managing Groups & Teams (MGT 401)**  
**August 25<sup>th</sup>-29<sup>th</sup>, 2014**

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**Time and Location**

AM Sessions meet 8:30am – 11:30am

PM Sessions meet 1:00pm – 4:00pm

See individual cohort schedules starting on p. 4 for room assignments.

**Professors**

Victoria (Tori) Brescoll Evans Hall 5524 203.436.0778 victoria.brescoll@yale.edu	Amy Wrzesniewski Evans Hall 5532 203.432.5979 amy.wrzesniewski@yale.edu	Heidi Brooks Evans Hall 5212 203.432.5470 heidi.brooks@yale.edu	Michel Anteby Evans Hall 5465 203.436.9860 michel.anteby@yale.edu
Assistant: Abigail Larkin abigail.larkin@yale.edu	Assistant: Anthony Dini anthony.dini@yale.edu	Assistant: Beth Ann Bretter bethann.bretter@yale.edu	Assistant: Rob Bartholomew robert.bartholomew@yale.edu

**Teaching Assistants**

Michael Andolina michael.andolina@yale.edu	Purwa Bansod purwa.bansod@yale.edu
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Eric Plunkett eric.plunkett@yale.edu	Derek Wang derek.wang@yale.edu

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**Course Objectives & Format**

This is a short course on the theory and practice of leading, managing, and functioning in task-performing groups and teams. The course has two primary goals: first, to provide you with a conceptual framework for analyzing group dynamics, diagnosing performance problems, and designing appropriate interventions, and second, to help you develop practical skills for building effective groups and teams. Both of these objectives will be important to your effectiveness in your study groups at SOM and in organizational teams of which you will be a member or leader after you graduate.

Contemporary organizations increasingly put managers in roles that require working in groups and teams. In these roles, frameworks for analyzing groups, their structures, and their problems are essential to the effectiveness of team leaders and members. Managers must create an atmosphere in which their team can make high-quality decisions, produce creative or innovative solutions to problems, and complete their projects in a timely, efficient, and productive fashion. Moreover, teams must do all of this in a way that develops and enhances the capabilities of the team and its members for future assignments. Indeed, as you will discover over the next two years at SOM, managing your study groups well will be critical to your success here.

The primary goal of this course is to provide knowledge and skills for managing groups effectively. To this end, we introduce frameworks for analyzing groups' goals and options. This involves determining how to choose a group's members, designing its task and structure, and establishing norms that facilitate its specific goals. We will also discuss how to reduce detrimental conflict while increasing the type of conflict that enhances the creativity and problem-solving capacity of a group.

Another aspect of the course goals is based on our belief that conceptual understanding of the principles of team effectiveness is of little use without a more direct, experiential understanding of group process and the behavioral skills required to implement this knowledge. Just as a matador would not fare well if he or she were provided solely with conceptual training in the absence of "hands on" experience with bulls, one learns to manage when technical and diagnostic skills are complemented by "hands on" experience. To this end, we have designed the course with an emphasis on exercises that afford the opportunity to apply the concepts concretely. You will participate in exercises that simulate the challenges and problems encountered by real world groups and their leaders. These exercises are designed to vividly and memorably illustrate the challenge of managing teams and to provide a forum in which to hone your team skills and management abilities. Furthermore, we will analyze written and video cases that reflect the dynamic social interaction processes that facilitate and impede success.

Managing Groups and Teams is designed to help you design teams and their processes in order to optimize multiple outcomes and indicators of performance. During each day this week, you will be immersed in coursework with your small groups of eight or nine, nested within cohorts. The week runs from Monday through Friday, inclusive, and the core course components are, of course, mandatory. Please refer any questions about the week's schedule or academic policy to Sheri Scully, Assistant Dean and Director of Academic Affairs and Student Services. It will be a challenging, fun, and valuable week on many fronts. We look forward to all of the learning opportunities it will provide. There are two assignments that must be completed in advance of the course. They will both be due by **Monday, August 18 at 5:00 PM**. The exercises should each take about 2.5 hours, so please plan accordingly. The links are live now, and you can do the exercises at any time that fits into your schedule.

The class will include lectures, class discussions, and in-class group exercises. Advance preparation, attendance, prompt arrival to class, and participation in class discussions, exercises, and simulations is essential and will be the principal basis for evaluating your performance. Consequently, it is important that you attend all classes and come to class on time and prepared to participate fully in activities. You should read the assigned articles for each session prior to class. All of the required readings may be found on Classes v2.

### **Attendance Policy**

All students are required to attend all sessions throughout the week and cannot switch cohorts. ***Any absences must be approved through the Academic Affairs and Student Life (AASL) office.*** If you have a family or medical emergency and need your absence approved, contact Sheri Scully, in AASL, not the individual professors or TAs for this course, as we will simply refer you back to AASL.

## Assignments and Deadlines

There are two assignments for this course. The first assignment is an exercise developed by Prof. Victor Vroom, called **Decision Making for Leaders**. This exercise provides a detailed analysis of your leadership style based on your intended actions when faced with 30 decision-making situations. These cases are based on real situations and require you to assume various roles, ranging from a CEO to sailboat captain to high school principal. Your Leadership Style Analysis will be handed out and discussed during your upcoming Teams course. Please expect to spend 2 hours on this assignment. **This online exercise must be completed by Monday, August 18, by 5 PM**

To complete the Decision Making for Leaders exercise, please follow these instructions:

1. Please go to <http://www.decisionmakingforleaders.com>
  2. To login, click on the "login" button following "Welcome Guest" in the top right-hand part of the screen
  3. Enter your email address
  4. When asked "Do You Have a DMFL Password," respond "No, I am a New User"
  5. On the next screen, enter the following passwords exactly as shown:  
My group name is: **Yale SOM 2016** My group password is: **Leading16** My login password is: Pick a personal password with more than three letters. (This personal password will enable you to access your answers at any time and revise them, if desired.) Confirm login password: Reenter your personal password
- In order to register your login and password information, **you must pick an answer for at least the first case**. As long as you remember your e-mail address and passwords, you can return to the site and finish answering the cases at a later time. You may repeatedly view and modify your answers any time up until the deadline.
- Please note that you must provide answers for **all 30** of the cases in order to generate an individualized leadership profile.
- If you have any questions, contact Julia Francis at [julia@decisionmakingforleaders.com](mailto:julia@decisionmakingforleaders.com) or 203-458-9335.

The second assignment is the **Insights Discovery** instrument. During the course of your studies at Yale SOM and beyond, you will need to work in a variety of group settings. An essential part of your success consists of understanding yourself and the people you are influencing. Please expect to spend 15-30 minutes on this assignment. **This online exercise must also be completed by Monday, August 18, by 5 PM.**

To complete the Insights Discovery exercise, please follow these instructions:

1. To locate the Insights Online Evaluator, use the following link: <https://secure.insights.com/evaluator/?sD=1014> If the link does not work for some reason, please copy and paste the URL address into your web browser.
  2. You must check the box beside "More Details" indicating you agree with our privacy policy. If you do, click the "Next" button.
  3. Enter this specific referral code in the space provided: Yale SOM
  4. Your Group name: Yale SOM 2016
  5. Enter your Personal Details. Information in bold is required. Click the "Next" button. You may take the instrument in your language of choice. Your results will be in English.
  6. When you have completed all 25 frames, please click "Submit." A confirmation will be sent to you via the e-mail address entered. Please save this confirmation notice.
- If you encounter any difficulties, please contact us at 512-371-9200.
- Note: Should you wish to allow another incoming student to take the survey from your computer, you must check the "Delete all data" box and then click on the "Delete" button.

**Blue Cohort**  
**Managing Groups and Teams**  
**Schedule & Readings**

**Monday August 25**

**8:30 – 11:30AM: Team Building—Creating Trusting Relationships – 4420**

1. Caproni, P. (2004) Management Skills for Everyday Life. Prentice Hall. pp. 311-348 in “Creating High Performance Teams in Management.”

**1:00 – 4.00PM: Group Decision/Murder Mystery – 4420**

1. Cosier, R. A. & Schwenk, C. R. (1990). Agreement and Thinking Alike: Ingredients for Poor Decisions. Academy of Management Executive, 4, 69-74.

**Tuesday August 26**

**8:30 - 11:30AM: Dynamics of Synergy/Hurricane Exercise – 4200**

1. Leavitt, H. J. & Lipman-Blumen, J. (1995). Hot Groups. Harvard Business Review. July August, pp. 109-116.
2. Kitayama, S. & Burnstein, E. (1994). Social Influence, Persuasion, and Group Decision Making. Ch. 8 in The Psychology of Persuasion by T. C. Brock & S. Shavitt (Eds.).

**1:00 - 4.00PM: Insights Exercise Feedback – Zhang Auditorium**

Prepare: Review your Insights feedback report online prior to class

1. Grant, A. M., Gino, F., & Hoffman, D. A. (2011). Reversing the Extraverted Leadership Advantage. Academy of Management Journal, Vol. 54, pp. 528-550.

**Wednesday August 27**

**8:30 – 11:30AM: Developing Structures and Norms to Produce Synergy and Avoid Process Loss/Legoman -4420**

1. Eisenhardt, K., Kahwajy, J., & Bourgeois, L. (1997). How Management Teams Can Have a Good Fight. Harvard Business Review, 77-85.

**1:00 - 4.00PM: Organizational Hierarchies & Intergroup Dynamics/Star Power – Beinecke Room**

1. Morse, G. (2002). Management by Fire: A Conversation with Chef Anthony Bourdain. Harvard Business Review, July.

**Thursday August 28**

**8:30 – 11:30AM: Leadership in Teams/Tanagram - 4410**

1. Traub, J. (1996). Passing the Baton: What C.E.O.s Could Learn from the Orpheus Chamber Orchestra. The New Yorker, August 26-September 2.
2. Hackman, J. R. (1987). The Design of Work Teams. J. Lorsch (Ed.) The Handbook of Organizational Behavior, pp. 323-339.
3. Hackman, J. R. (1989). Creating More Effective Work Groups in Organizations (concl. chapt. Groups that Work (And Those That Don't): Creating Conditions for Effective Teamwork. San Francisco: Jossey-Bass).

**1:00 – 4:00PM: Leadership and Decision Making – 4420**

1. Vroom, V. H. (2003). Educating Managers for Decision Making and Leadership. Management Decision, 41, 968-978.

**Friday August 29**

**8:30 - 11:30AM: Intergroup Relations/Tank in the Bog – Zhang Auditorium**

1. Conger, J. A. (2000). The Necessary Art of Persuasion. Harvard Business Review.

**Green Cohort**  
**Managing Groups and Teams**  
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**Managing Groups and Teams**  
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**1:00 – 4:00PM: Dynamics of Synergy/Hurricane Exercise – 4200**

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