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This is a 6 credit class – MANA 7395 and MANA 7397 are taken simultaneously
Pre-requisites: MANA 6A32 Organizational Behavior and MANA 6A83 Strategic Analysis
This semester we have the collaboration in this class of Deloitte

Learning Objectives:

The objective of this course is to advance each student's leadership effectiveness by putting into practice the three dimensions of leadership that are vital to successfully achieving agreed-upon goals and outcomes: leadership of self, leadership of others, and leadership of organizations

This course provides a unique opportunity for the student to learn-by-doing with non-profit or for-profit organizations, solving real problems. While each leadership project will provide very specific and unique learning opportunities, the primary areas of knowledge and skill development for each will be:
1. Leadership skills
2. Project Management
3. Communication, Both Written and Oral
4. Teamwork

This course will allow students to work in teams through one semester on a leadership project. While the classroom allows for lively discussions around a controlled set of issues, these leadership projects will begin with a greater level of ambiguity that will need to be addressed by the teams. As the semester progresses, some of the projects will experience changes or unexpected events that will allow the teams to experience real business and organizational dynamics. These issues will need to be understood and resolved expeditiously for the timely completion of a successful project.

Particularly during the first 5 class sessions, students will be exposed to various important topics:
- Leadership skills
- Communication Skills
- Focus on Proposals, Reports, and Presentations
- Project Management Skills
- Teamwork

Most of the time in the course will be devoted to working on a leadership project in a team for a real client. Coaching and guest speakers will be provided throughout the semester. The course will also invite multiple opportunities for reflection on the leadership lessons learned through the experience with the goal of developing greater self-awareness and self-understanding.

Grading

Semester grades will be based on the following:

Project Execution:	
• Scope/Proposal/Engagement Letter	10%
• Final Report and Presentation	30%
• Client Feedback	10%
Leadership Development:	
• Peer Reviews and Team Assessments (3 reviews at 10% each)	30%
• Final Team Reflections on Leadership Lessons	10%
• Class Contribution	10%
Total	**100%**

Grade distribution:

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

Course Materials:

1. Link to purchase Course Package with cases and articles: TBA
2. Lencioni, P. (2006). *The five dysfunctions of a team*. John Wiley & Sons.
3. Straw, J., Davis, B., Scullard, M., & Kukkonen, S. (2013). *The work of leaders: How vision, alignment, and execution will change the way you lead*. John Wiley & Sons.

Recommended Videos:
- https://www.youtube.com/watch?v=NUXkThfQx6A (presentations)
- https://www.youtube.com/watch?v=Iwpi1Lm6dFo (powerpoint)
- https://www.youtube.com/watch?v=9LSnINglkQA (project management)
- http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks (great talks)

Tentative Class Schedule:

Week 1: 1/20	**Introductions, syllabus, leadership projects & proposal structure** Read: • "Frameworks for General Management and Operations Consulting." Darden. • "Project Definition: Using the Logical Framework." IESE.
Week 2: 1/27	**Leadership of Self** Case: "SkillsForTomorrow: A Management Team in Crisis" Read: • Forbes - Emotional Intelligence • HBR – The 12 Elements of Emotional Intelligence • "The Five Dysfunctions of a Team" (pages 195 – 220)
Week 3: 2/3	**Leadership of Others** Cases: "Michael Lester at Lachlan Consulting" and "Recognizing Leadership Styles" • HBR – Leadership that Gets Results *** Monday: 1st Leadership Project Weekly Update Scope Statement due
Week 4: 2/10	**Leadership of Organizations** Case: Alaska Airlines: Navigating Change Read: "The Work of Leaders" book **Take the Work Style Assessment - Deloitte** Letter of Engagement due
Week 5: 2/17	Proposal presentations (to Faculty and to Client) 5 Week Peer Review + Team Assessment
Week 6: 2/24	Review of project progress, coaching. HBR – The New Science of Team Chemistry Guest Speaker on Team Dynamics (Work Styles) (Deloitte)
Week 7: 3/3	Review of project progress, coaching.
Week 8: 3/10	Review of project progress, coaching. Guest Speaker on The Effectiveness of Teaming (Deloitte)
Week 9: 3/17	*Spring Break – NO CLASS*
Week 10: 3/24	Review of project progress, coaching. 10 Week Peer Review + Team Assessment
Week 11: 3/31	Review of project progress, coaching. Guest Speaker on The Art of the Story (Deloitte)
Week 12: 4/7	Review of project progress, coaching.
Week 13: 4/14	Rough Run-Through of Presentation and Draft of Report to Faculty
Week 14: 4/21	Final Presentation to Expert Panel and Report to Faculty
Between 4/22 and 4/27	Final Presentation and Report to Client Feedback from Client
Week 15: 4/28	Final team reflections on leadership lessons due Final Peer Review + Team Assessment *Last Day of Class*
5/13	*Official Closing of Semester*

Summary of Key Dates and Deliverables to Faculty:

Scope Statement	2/3 (week 3)
Letter of Engagement	2/10 (week 4)
5 Week Peer Review + Team Assessment	2/17 (week 5)
10 Week Peer Review + Team Assessment	3/24 (week 10)
Rough Run-Through of Presentation/Draft of Report	4/14 (week 13)
Final Presentation to Expert Panel and Report to Faculty	4/21 (week 14)
Final Presentation and Report to Client	by 4/27 (between weeks 14 and 15)
Final Peer Review + Team Assessment	4/28 (week 15)
Final team reflections on leadership lessons	4/28 (week 15)

Administrative Details:

1. Teams will be created by the instructor and assigned to a client project.

2. All student teams are expected to demonstrate professional behavior with client organizations. This involves appropriate dress code, arriving on time for meetings and proper communication with the client and the rest of the team.

3. We will meet each Wednesday to review work and coach teams. The classroom and Faculty will be available on every Wednesday evening.

3. Student teams will be expected to provide a **brief progress report/update (See Exhibit 1) on the project to the instructors once a week by email** (Monday mornings). The updates will follow a Gannt or CPM chart developed in the Scope phase of the project. Each update will describe each team member's responsibilities for the week, Deadlines missed, Actions to get project back on target etc.

4. **Coaching**: From weeks 6 to 12, the Wednesday class meetings with faculty will provide coaching to the teams and some guest speakers. Teams should also be meeting and interacting with the client on a frequent basis.

5. **Peer Reviews**: Each team member will complete a Peer Review at the 5 week, 10 week, and 15 week (end-of-semester) periods **(See Exhibits 2, 3, and 4)**, providing feedback at the team, peer, and self levels. These will be brief and high level in nature. In addition, at the same times, each team member will complete a "Team Assessment" (as shown in **Exhibit 5** and on pages 192-193 of "The Five Dysfunctions of a Team" book). This information will assist the professor in determining how to guide and support each team.

6. Each team must identify a team member who will be responsible for interacting with the client and instructors.

Reports and Presentations:

Project Ownership

By enrollment in this class, you expressly consent to ownership of your work product by the organization for which your project is completed and understand that work produced is not your own intellectual property.

Scope

- ☐ Maximum 1 typed page (single-spaced, 12 point font)
- ☐ Faculty must approve prior to delivering to client.
- ☐ Format:
  - ▪ Background and problem statement. May include some discussion of industry background, company position, and relevant research.
  - ▪ Specific focus and scope of the project, what is included and excluded in deliverables.

Letter of Engagement

- ☐ Maximum 6 typed pages (single-spaced, 12 point font)
- ☐ Faculty must approve prior to delivering to client.
- ☐ Format:
  - ▪ Overview of Company
  - ▪ Objective
  - ▪ Scope & Engagement (what is included and what is not)
  - ▪ Roles & Responsibilities
  - ▪ Conclusion

Project Proposal

The proposal for the project should include:

A. Overview – An overview of the company, the competition and the environment.

B. Objective – The objective portion of the proposal will describe the challenge facing the client.

C. Scope – The scope will identify the areas that will be studied and analyzed, providing a specific limit to the scope of the project to avoid "scope creep".

D. Methodologies – The methodology section will describe the approach(es) that will be employed to gather and analyze information as well as the communication structures to be used

throughout the project.

E. Deliverables – This section will describe what the client can expect to receive from the team at the end of the project.

The proposal will be 6 to 8 pages (12 point, single spaced) and be accompanied by a PowerPoint presentation that will be used to present the proposal to the client. The scope and proposal will have to be agreed to and signed by the client before proceeding with the project.

Final Project Report and Presentation

The final project portion of the course should result in a team presentation and report that includes the following sections formatted as follows:

A. Executive Summary - this is a summary of the total report and is probably the last section of the report that is written.

B. Mission and Vision - this portion of the report describes the overarching reason for your client company's business focus (mission) and how your assigned objective creates value for collaborators, the company and customers (vision).

C. Situation analysis - this portion of the report will discuss the nature of the industry, the customer base and potential segments (key customers, under potential, and nonusers), competitors, potential disruptors, a "blue ocean" review along several of the product characteristics and a SWOT analysis. This is an expansion of the overview in the proposal.

D. Objective and Scope Parameters - A description of the objective (here discuss what job the customer is "hiring" the team to do) and the goal(s) you have been assigned. The goals will have a timeframe element (e.g. within 2 years) and performance benchmark element (e.g. create revenues of $1 million). It will be important to define the boundaries of the project (what was done and what was not done).

E. Methods and Process – Describe the approaches and the procedures used to gather information and develop a foundation for the recommendations.

F. Analyses and Findings – Include relevant data, charts and findings.

G. Recommendations – Specific recommendations based on the analyses and findings

H. Execution - This part of the report should discuss how cash, workforce etc will be planned for, organized, directed and controlled. This should also point out which individual, department or division should be responsible for leading the implementation process.

I. Financial Impact – Financial proformas projecting costs and revenues expected at various levels of success.

J. Deliverables – any promised analyses, charts or implementation schedules (including Gannt or CPM charts).

 Final Report:

 - ☐ Maximum of 30 typed pages (single-spaced, 12 point font)
 - ☐ Additional material may be provided in the Appendix.
 - ☐ Must be provided to faculty prior to client.

Final Presentation:
 - ☐ Faculty - Plan for 25 minutes of presentation and 30 minutes of Q&A.
 - ☐ Client – Individual consideration for client scheduling.
 - ☐ Preferably the same as Faculty format PowerPoint presentation. It is recommended that one team member act as the presenter and defer questions to team members according to their area of focus.

Team Reflections on Leadership Lessons

On the last day of the class, each team will present a 5-slide presentation discussing the leadership lessons learned during the semester through the team project work.

Class Contribution

It is expected that you will be present and prepared for every session and share your views in the classroom discussion. I will feel free to call on any individual at any time. I believe that challenge and debate are important to discovery and understanding, and I appreciate the willingness of individuals to engage in such activities with their classmates and me. Since so much of the learning from a case-based course occurs in the classroom, class attendance and participation is critical. If you must miss a session it is your responsibility to (1) advise me of your absence by email, (dvera@uh.edu) and (2) arrange with your classmates for briefings, to pick-up hand-outs, etc. Excessive tardiness and absenteeism will negatively affect your contribution grade. Disrupting the class (e.g., phones, texting, or email) will significantly reduce your contribution grade.

Case studies exercise our decision-making skills. When preparing for case discussions, please remember that your preparation must be limited to the information provided by the case, plus your own experience and that of your class peers. It is not necessary to find out 'what happened?' with the company or what decision the managers of the case made. Both the quality and quantity of your contributions will be assessed. Classroom participation should demonstrate: (1) evidence of careful preparation of cases and readings; (2) clarity and conciseness of recommendations; and (3) strong and convincing analysis to support recommendations. The quality of the discussion in class will depend on how well students have prepared and how willing they are to share the results of their analysis with the class. It is not possible to get a high participation grade solely on the frequency of participation.

The study questions (See **APPENDIX 1**) assigned to each of the cases are designed to guide and

stimulate your analysis and preparation. They are not "assignments" to be handed in. The books and readings assigned are your responsibility. They will not usually be covered in detail during class but will be utilized as they apply to the issues at hand. 'Lecturettes' may be used through-out the course as a supplement to the case discussion.

AVAILABILITY OF COUNSELING SERVICES

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the "Let's Talk" program, which is a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html

ACADEMIC HONESTY

The University of Houston Academic Honesty Policy is strictly enforced by the C.T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook which can be downloaded at http://www.uh.edu/dos/publications/handbook.php. Students are expected to be familiar with this policy.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

COVID-19 Policies and Practices – Spring 2021

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston Undergraduate Excused Absence Policy and Graduate Excused Absence Policy for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Additional policies address absences related to military service, religious holy days, pregnancy and related conditions, and disability.

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Center for Students with DisABILITIES. If you have an accommodation to record class-related activities, those recordings may not

be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through (*specify how students will be notified of changes*).

Resources for Online Learning

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our Power-On website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHOnline@uh.edu.

UH Email

Email communications related to this course will be sent to your Exchange email account which each University of Houston student receives. The Exchange mail server can be accessed via Outlook, which provides a single location for organizing and managing day-to-day information, from email and calendars to contacts and task lists. Exchange email accounts can be accessed by logging into Office 365 with your Cougarnet credentials or through Acccess UH. They can also be configured on IOS and Android mobile devices. Additional assistance can be found at the Get Help page.

Webcams

Access to a webcam is required for students participating remotely in this course. Webcams must be turned on during class discussions.

Honor Code Statement

Students may be asked to sign an honor code statement as part of their submission of any graded work including but not limited to projects, quizzes, and exams: "*I understand and agree to abide by the provisions in the (select: University of Houston Undergraduate Academic Honesty Policy, University of Houston Graduate Academic Honesty Policy). I understand that academic honesty is taken very seriously and, in the cases of violations, penalties may include suspension or expulsion from the University of Houston.*"

Course Delivery Formats and Final Exams

HyFlex Courses: This course is a HyFlex course. Some students may have a designated face-to-face spot reserved, but alternative ways to participate will also be provided. These alternatives may include (but are not limited to) attending class sessions through synchronous streaming, viewing recordings of class

meetings asynchronously, participating in discussion boards, and/or completing self-directed activities. This course will have a final exam per the University schedule. As the University will be transitioning all classes and final exams given after the Thanksgiving Break to online delivery, the exam for this course will be delivered in the synchronous online format, and the specified date and time will be announced during the course. Prior to the exam, descriptive information, such as the number and types of exam questions, resources and collaborations that are allowed and disallowed in the process of completing the exam, and procedures to follow if connectivity or other resource obstacles are encountered during the exam period, may be provided.

Synchronous Online Courses: This course is being offered in the Synchronous Online format. Synchronous online class meetings will take place according to the class schedule. There is no face-to-face component to this course. In between synchronous class meetings, there may also be asynchronous activities to complete (e.g., discussion forums and assignments). This course will have a final exam per the University schedule. The exam will be delivered in the synchronous online format, and the specified date and time will be announced during the course. Prior to the exam, descriptive information, such as the number and types of exam questions, resources and collaborations that are allowed and disallowed in the process of completing the exam, and procedures to follow if connectivity or other resource obstacles are encountered during the exam period, may be provided.

Asynchronous Online Courses (or asynchronous exam in another course format): This course is taught Asynchronously, which means there is no designated day or time assigned to the course (although optional synchronous sessions are possible, such as virtual office hours or discussion groups). Asynchronous instruction generally involves accessing content, such as recorded video lectures, readings, discussion prompts, assignments, and assessments during a flexible time frame, with due dates as specified. This course will have a final exam at the course conclusion. The exam will be asynchronous, and the date and time that it will be released and due will be announced during the course. Prior to the exam, descriptive information, such as the number and types of exam questions, resources and collaborations that are allowed and disallowed in the process of completing the exam, and procedures to follow if connectivity or other resource obstacles are encountered during the exam period, may be provided.

Alternative Assessment in Any Course Format: An alternative assessment will be used in the place of the traditional final exam at the course conclusion. Instructions will be provided, including the date and time that the assessment materials will be released to the class and will be due, resources and collaborations that are allowed and disallowed in the process of completing the assessment, procedures to follow if connectivity or other resource obstacles are encountered during the assessment period, acceptable submission formats, and submission location.

Helpful Information

COVID-19 Updates: https://uh.edu/covid-19/
Coogs Care: https://www.uh.edu/dsaes/coogscare/
Laptop Checkout Requests: https://www.uh.edu/infotech/about/planning/off-campus/index.php#do-you-need-a-laptop
Health FAQs: https://uh.edu/covid-19/faq/health-wellness-prevention-faqs/
Student Health Center: https://uh.edu/class/english/lcc/current-students/student-health-center/index.php

Exhibit 1
Leadership Project Weekly Update

Team's name: _____   **Client**: _____

Date: _____   Timeline STAGE: _____

Activities initiated in past week:

Activities Completed in past week:

Project Status versus planned timeline:

Deadlines missed in past week:

Actions to be taken to get back on schedule:

Team member assignments completed in past week:

Research/Activities required in upcoming week:

Team member assignments for upcoming week:

Commentary on progress of overall project:

Exhibit 2
Peer Feedback Form (5th Week)

Please evaluate each member of your team on quality and quantity of their contribution to the **team leadership project**. This evaluation is **strictly confidential** and will not be shared with anyone.

Your name: _____

Client: _____

Name of team member	Quality of effort	Quantity of effort
Self appraisal on this line		

Grading Scale:
A	**Excellent**
B	**Above Average**
C	**Marginal – Below Average**
D	**Unacceptable/Failing performance**

Using the grading scale above, how would you rate your team's performance to date and why do you say that?

What actions have you taken based on this assessment of your peers?

Exhibit 3
Peer Feedback Form (10ᵗʰ Week)

Please evaluate each member of your team on quality and quantity of their contribution to the **team leadership project**. This evaluation is **strictly confidential** and will not be shared with anyone.

Your name: _____

Client: _____

Name of team member	Quality of effort	Quantity of effort
Self appraisal on this line		

Grading Scale:

A	**Excellent**
B	**Above Average**
C	**Marginal – Below Average**
D	**Unacceptable/Failing performance**

Using the grading scale above, how would you rate your team's performance between week 6 and week 10 and why do you say that?

What actions have you taken based on your team's business chemistry profile?

Exhibit 4
Peer Feedback Form (Final)

Please evaluate each member of your team on quality and quantity of their contribution to the **team leadership project**. This evaluation is **strictly confidential** and will not be shared with anyone.

Your name: _____

Client: _____

Name of team member	Quality of effort	Quantity of effort
Self appraisal on this line		

Grading Scale:
A	**Excellent**
B	**Above Average**
C	**Marginal – Below Average**
D	**Unacceptable/Failing performance**

Comments:

What was your assessment of your client's business chemistry profile and how did that impact your approach with the client?

Exhibit 5
Team Assessment (5th, 10th and final weeks)

Your name: _____

Client: _____

Circle timing of assessment: 5th week   10th week   Final week

Instructions: Use the scale below to indicate how each statement applies to you. It is important to evaluate the statements honestly and without over-thinking your answers.

3 = Usually;   2 = Sometimes;   1 = Rarely

_____ 1. I am passionate and unguarded in the discussion of issues.

_____ 2. I call out my team members deficiencies or unproductive behaviors.

_____ 3. I know what my peers are working on and how they contribute to the collective good of the team.

_____ 4. I quickly and genuinely apologize to others when I say or do something inappropriate or possibly damaging to the team.

_____ 5. I willingly make sacrifices (such as budget, turf, head count) in my department or areas of expertise for the good of the team.

_____ 6. I openly admit my weaknesses and mistakes.

_____ 7. My meetings are compelling, and not boring.

_____ 8. I leave meetings confident my peers are completely committed to the decisions that were agreed on, even if there was initial disagreement.

_____ 9. Morale is significantly affected by the failure to achieve my goals.

_____ 10. During my meetings, the most important-and difficult-issues are put on the table to be resolved.

_____ 11. I am deeply concerned about the prospect of letting down my peers.

_____ 12. I know about team members personal lives and am comfortable discussing them.

_____ 13. I end discussions with clear and specific resolutions and calls to action.

_____ 14. I challenge team members about their plans and approaches.

_____ 15. I am slow to seek credit for my own contributions but am quick to point out those of others.

Source: From Patrick Lencioni's *Five Dysfunctions of an Effective Team*

What is the most important lesson about team effectiveness you have learned so far?

APPENDIX 1
CASE STUDY QUESTIONS

SkillsForTomorrow: A Management Team in Crisis

1. How does management consulting work? What is the role of the management consultant in this particular situation?
2. What are the main issues facing SFT Harrisburg team of directors? What are the root causes of these issues?
3. How would you characterize Alvarez as a leader?
4. What recommendations would you make to help improve the situation?
5. If you were Martina Jones, specifically how would you approach the Monday-afternoon meetings with the directors? What would you do before, during, and after the briefing with the directors?
6. Is an off-site retreat advisable at this time? If so, what would be the focus of the retreat? Specifically, how would you organize the retreat?

Michael Lester at Lachlan Consulting

1. Please formulate the core message that Michael needs to deliver in his feedback to Nadine.

Recognizing Leadership Styles

1. Please read the vignettes. What leadership styles do you use and when?

Alaska Airlines: Navigating Change

1. What are the strengths and weaknesses of Alaska Airlines' top leaders in terms of managing the change process?
2. What are the strengths and weaknesses of Alaska Airlines' top leaders in terms of their leadership effectiveness?