

## **BICH 679/MGMT 674 Building Scientific Relationships**

Fall 2017

1-2:45 pm, Mondays and Wednesdays, November 1-Nov 29 (except Thanksgiving Wednesday)

Place: Room N127 Bio/Bio

### **Course Description:**

One of the most neglected, but critical aspects of your scientific training, is learning how to build and sustain mutually beneficial relationships with colleagues. This 1 hour module will address aspects of the “human element” of scientific research: emotional and cultural intelligence, resiliency, team dynamics, leadership, effective communication with your PI and lab mates, strategies for conflict resolution and best practices for mentoring undergraduate students. Case studies will be used to depict real-life laboratory situations and practical advice for navigating the often murky waters surrounding your most important scientific relationships.

### **Catalog Course Description:**

Addressing aspects of human element of scientific research; emotional and cultural intelligence, resiliency, team dynamics, leadership, effective communication with others, strategies for conflict resolution and best practices for mentoring undergraduate students. Cross-listed: MGMT 674

### **Prerequisites:**

Successful completion of one year of graduate study and affiliation with a research laboratory in the life sciences.

### **Learning Outcomes:**

Students who complete this course will gain an understanding of the basic principles of cultural and emotional intelligence, personality types and principles of group dynamics, effective models of leadership, mechanisms for identifying the basis of conflict and resolving conflict, and will acquire greater communication skills. Students will also gain insight into best practices for mentoring undergraduate students.

### **Instructor Information:**

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### **Textbook and/or Resource Material:**

Selected readings from the *Harvard Business Review*, *Molecular Cell*, *Nature* and others as assigned. Case studies from the Stanford Graduate School of Business will be used extensively.

### **Course Format:**

The course will consist of a combination of lectures and case studies where real-life management situations are discussed. Some case studies will be provided by the instructors, and others will be contributed by students, who will be responsible for developing and presenting plausible scenarios related to the class material, and leading the discussion.

**Grading Policy:** Grading will be based on attendance, class participation and student presentations as follows:

Attendance	15% (10 pts)
Participation in group discussions	65% (60 pts)
Elevator pitch and leadership exercises	20% (20 pts)

Participation will be judged on the ability of students to contribute to class discussion, ask insightful questions and reflect on assigned readings. Letter grades will be assigned based on the following scale: A: 90 points or higher; B: 80-89 points; C: 70-79 points; D: 60-69 points; F: less than 60 points

### **Attendance Policy:**

#### *Make up policy:*

Your course grade is based largely on class participation. If an absence is excused, the instructor will provide the student with an opportunity to contribute during the next (or prior) class period through discussion or by participating in an additional case study. Students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. See student Rule 7 for details <http://student-rules.tamu.edu/rule07>

The fact that there are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Aggie Honor Code <http://aggiehonor.tamu.edu>

### **American with Disabilities Act (ADA):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

### **Academic Integrity:**

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

For additional information please visit: <http://aggiehonor.tamu.edu>

## **Course Topics and Schedule**

**Note:** The course meets for 1 month (Monday and Wednesday afternoons during the month of November). The condensed schedule allows for intensive discussion and focused student participation.

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### **Introduction to emotional intelligence**

Introduction to Leadership Exercises and the Elevator Pitch

Stanford case study: 1.1 “Shining without alienating”

Testing Emotional Intelligence: [http://greatergood.berkeley.edu/ei\\_quiz/](http://greatergood.berkeley.edu/ei_quiz/)

#### **Readings:**

1. Barsade, S and O’Neill, O.A. (2016) “Manage your emotional culture” *Harvard Business Review (HBR)* Jan-Feb. 58-57.

2. Waytz, A. (2016) “The limits of empathy” *HBR* Jan-Feb. 69-74.

3. Elevator Pitch <http://thepostdocway.com/content/elevator-pitches-scientists-what-when-where-and-how>
4. <http://www.nature.com/naturejobs/science/articles/10.1038/nj7435-137a>

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**The importance of resiliency: learning from setbacks and mistakes**

Stanford case study: 7.2 “Learning from a mistake”

TED talk: Amy Cuddy: “Your body language shapes who you are”

**Readings:**

1. Casciaro, T., Gino, F. and Kouchaki, M. (2016) “Managing yourself: learn to love networking” *HBR* May 104-107.
2. Quelch, J.A., Knoop, C.-I., and Gallo, A. (2016) Case Study: what to do for a struggling colleague” *HBR* May 109-111.
3. Cross, R., Rebele, R. and Grant, A. (2016) “Collaborative overload” *HBR* Jan-Feb 74-79.
4. Valcour, M. (2016) “Beating Burnout” *HBR* Nov. 98-101

**Elevator Pitch:** Group 1

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**Team dynamics: the importance of the weakest link**

This American Life – “Ruining it for the rest of us” NPR podcast

Case study: “Slackers”

The effect of social loafing on productivity

Stanford case study- 1.4. “Technical prima donna”

**Readings:**

1. Haas, M. and Mortensen, M. (2016) “The secrets of great teamwork” *HBR* June 71-76.
2. Watkins, M.D. (2016) “Leading the team you inherit” *HBR* June 61-67.
3. Reid, E. and Ramarajan, L. (2016) “ Managing the high intensity workplace” *HBR* June 85-90.

**Elevator Pitch:** Group 2

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**Moving toward leadership**

Expectations and leadership styles

Stanford case study “Bad Boss”

Stanford case study “Managing up”

**Readings:**

1. Badaracco, J.L. (2016) “Managing yourself: how to tackle your toughest decisions” *HBR* Sept 104-107.
2. Finkelstein, S. (2016) “ Managing yourself: secrets of the superbosses” *HBR* Jan-Feb 104-107.
3. Soll, J.B, Milkman, K.L. and Payne, J.W. (2015) “Outsmart your own biases” *HBR* May 64-71.

**Elevator Pitch:** Group 3

**Leadership Exercise Assignment for Group 1**

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**Cultural Intelligence**

Understanding different communication in different cultural contexts

Stanford case study-4.5 “Power challenge”

Case Study: “The careless collaborators”

**Readings:**

1. Earley C.P. and Malakowski, E. (2004) "Cultural Intelligence" *HBR* Oct 139-146.
2. Brett, J., Behfar, K. and Kern, M.C. (2006) "Managing multicultural teams" *HBR* Nov 84-91.
3. Ely, R.J., Meyerson, D.E. and Davidson, M.N. (2006) "Rethinking political correctness" *HBR* Sep 79-87.

**Leadership Exercises: Group 1**

**Leadership Exercise Assignment for Group 2**

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**Mentoring undergraduates in the lab: a new perspective on teaching**

Stanford case study – 3.3 "Personal problems"

**Readings:**

1. Lukeman, P.S. (2013) "A guide to mentoring undergraduates in the lab" *Nature Nanotechnology* 8: 784-786.
2. Lee A, Dennis C, Campbell P. (2007) "Guide for mentors" *Nature* 447:791.

**Leadership Exercises: Group 2**

**Leadership Exercise Assignment for Group 3**

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**Thanksgiving Holiday**

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**Motivating others who aren't like you**

Stanford case study 4.4 "Unmotivated subordinate"

Stanford case study: 4.3 "Reaching Generation Y?"

The FISH philosophy

**Readings:**

1. Alon U. (2010) Building a motivated research group. *Mol Cell* 27:151
2. Dalton, F. (2008) "Motivating the unmotivated" in *Versatility: how to optimize interactions when 7 workplace behaviors are at their worst*. Also: <http://www.therussellagency.com/2014/08/13/seven-types-workplace-behavior/>
3. Verganti, R. (2016) "The innovative power of criticism" *HBR* Jan-Feb 89-95

**Leadership Exercises: Group 3**

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**Conflict management**

Stanford case study- 6.2 "Working with difficult peers".

**Readings:**

1. Weiss, J. and Hughes J. (2005) "Want collaboration? Accept and actively manage conflict" *HBR* March 93-101.
2. Toegel, G. and Barsoux, J.-L. (2016) "How to preempt team conflict" *HBR* June 79-83.

**Course Evaluation**