ABSTRACT

LAWS, HALL & ASSOCIATES, HALLMARK FLOWERS

by Jennifer M. Fitzgerald

Laws, Hall & Associates is an interdisciplinary class combining marketing, communication and graphic design students. Each semester, a “real world” client joins the program and gives a charge for three teams to complete. The charge is specific to an area of the client’s business that they hope to improve. Each of the three teams works independently of each other, with equal access to the client and an identical budget, in a competition to produce the best multi-media campaign for the client. I participated in Laws, Hall & Associates in the fall of 2002 where our client was Hallmark Flowers. Teams consist of approximately twenty students, with an Account Executive responsible for management of the team along with three directors of marketing, communication, and graphic design.

This thesis deals with leadership styles and the effect that leaders have on team dynamics. I posit that teams take on the personality of its leader and subsequently perform as such. I have written about my experiences on my team and conclusions that I can draw from those experiences. The majority of my outside data comes as qualitative analysis, as I have conducted eleven interviews from various members of each of the three teams, including all three Account Executives. I probed them on the subjects such as: leadership style, team-building, relationships among the team, motivation, time management, team conflicts, decision making, and their attitude toward the other two teams.

I am utilizing Good To Great: Why Some Companies Make the Leap…and Others Don’t by Jim Collins to analyze the Account Executives leadership abilities. Good To Great looks at the factors that drive a good company to become a great company. Collins and his research team concluded that it takes disciplined people, disciplined thought and disciplined action to be successful in making this transition. I compare the Account Executives from the three teams to some of Collins’ key factors including Level 5 Leadership, Confront the Brutal Facts (Yet Never Lose Faith), and A Culture of Discipline. Good To Great lead me to see clearer the distinction between good leaders and great leaders, and what it takes to lead a good team to greatness.

My findings supported my hypothesis that the behavior and leadership style of the Account Executive dictates how the team operates throughout the semester as well as how they perform. All three teams as a unit took on the personality of the Account Executive. Team conflicts corresponded with the actions of the Account Executive, as did the autonomy and motivation that the team had. I have several recommendations for future Laws, Hall & Associates. First, it is essential for the Account Executives to realize the profound effect that their personality and leadership style has on the team. Secondly, it is important to build team unity from the very beginning. Thirdly, I believe in the idea of Level 5 leadership and the other factors that Collins and his research team laid out and think that future Account Executives could benefit from his literature as well. Lastly, it is essential to remember that one of the most important parts of this experience is to appreciate the work that students of other disciplines create and learn how to work with them.
Laws, Hall & Associates, Hallmark Flowers

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1. INTRODUCTION

Laws, Hall & Associates

In the fall of 2002, I participated in Laws, Hall & Associates, an interdisciplinary class combining marketing, communication and graphic design students. Each semester for over 30 years, a “real-world” client joins the program and gives a task or charge for the students to complete. The charge is specific to an area of the client’s business that they hope to improve. Our client last semester was Hallmark Flowers, and we were given a charge specific to the Business-to-Business market. This means that instead of increasing awareness and unit sales to consumers, we were targeting businesses. Three teams in the course competed throughout the semester to be the best.

Each of the three teams works independently of each other with the help and supervision of a professor from each discipline. There is a set schedule that the class, and therefore each team, adheres to which encompasses a marketing freeze, a creative freeze and a campaign book freeze. The marketing freeze contains the target market, segmentation, and positioning that the team wishes to focus on. The creative freeze includes the storyboard for the video production as well as what the print components will look like. The campaign book contains the strategies, creative ideas, and research that teams generate. These creative ideas utilize both print and video components. After the date of the “freezes”, teams are unable to change their ideas. Each team also has an equal playing field, thus having the same access to materials, an identical budget, and equal time with our client.

History of Laws, Hall & Associates

John P. Maggard and Stephen C. Hathaway originated the Laws, Hall & Associates concept when they combined their advertising and broadcast production classes over three
decades ago. Joseph L. Cox III and his graphic arts students, completing the formation of this unique, three-way interdisciplinary organization, joined them shortly thereafter.

Most reporters who cover Laws, Hall & Associates begin their stories with the Special Merit Award presented to Miami University and LH&A for the creativity exhibited by student participants in the national competition inaugurated by the Ford Motor Company at the time it was introducing a new marketing concept – the compact car. The Pinto Project is a natural starting point for reporters because it was the first time LH&A students were given the opportunity to compete with other university students on a national scale under the aegis of a real client. However, prior to the advertising campaigns developed for Pinto, LH&A teams had, for many years, invented or designed a new product, packaged it, researched potential markets, developed advertising strategies, provided all forms of graphic art and produced print, radio and television ads.

Since 1971, LH&A teams have created advertising campaigns for over 50 clients. The list of clientele includes Goodyear, Smucker’s, American Greetings, Procter & Gamble, Xerox, Ford, Wendy’s, Nationwide Insurance, KFC, and now Hallmark.

**Summary of Thesis**

My senior thesis is based primarily on my experiences in Laws, Hall & Associates and conclusions that I can draw from those experiences, mainly dealing with the impact that leadership styles have on a team’s performance. Therefore, I want to address two fields within my honors thesis. First, I will narrate my personal experiences with a team in a diary format. I will explain the methods we used to accomplish our goals, as well as our thought process behind these approaches. The conflicts that my team came across, as well as how we
resolved these disparities will be recounted as well. An encompassing theme of this segment will be the contributions I personally made to the team and my role on the team as a whole.

My second goal is to analyze the three teams separately and draw conclusions about their personalities. Because there is little interaction among the teams, they have the potential to develop unique personalities. The character traits that each team reveals seem to dictate how Teams Yellow, Red and Blue operate. I also posit that the leadership of each team, the Account Executive, has a considerable amount of influence on the team’s dynamics. The Account Executive is the leader of the team and thus responsible for the facilitation of the team, organizing ideas, and ensuring that deadlines are made. I want to further explore this area of leadership, and discover the factors that make all three teams so diverse.

I will be using the literature *Good To Great* authored by Jim Collins to analyze the three teams as well as their leaders. *Good To Great* is about the universal distinguishing characteristics that cause a company to go from good to great. It focuses on the dominant factors that, if utilized and exhibited, can propel an average company into greatness. On the other hand, if these same factors are not employed, the company will not have the necessary elements to become great. One of the pieces of the puzzle that I am most concerned with is what Collins and his research team refer to as the presence of Level 5 Leaders. I am also utilizing information in topics that Collins refers to as “Confront the Brutal Facts (Yet Never Lose Faith)” and “A Culture of Discipline.”

**Significance**

Laws, Hall & Associates is a program that is very important to me because it models the type of work and career that I will be pursuing after graduation in May 2003. It has
allowed me to channel my creative energy, leadership interests, and my business and marketing knowledge into one discipline. I have learned to apply the knowledge and skills I have gained in the classroom to a real world project. This has been an invaluable learning experience, because it is one that has taught me team skills, time management within a team, and decision-making.

This semester-long project allows students to be exposed to the large time, personal, and mental commitment that it takes to complete such a large task. Some essential factors that are necessary for team success are a positive team outlook, equal and fair delegation of responsibilities, trusting of fellow students, supporting the leader and the taking and giving of constructive criticism. Writing about my experience this semester will help me further realize and discover the secrets of a successful team. I am passionate about Laws, Hall & Associates, the work we are producing and the relationships that I am making throughout the semester. Therefore, it seemed natural to me to further my involvement with the program and expand on my experiences as well as my observations.

The research conducted about the effect that leaders have on a team’s character and work ethic will be invaluable to me both as a student and future businesswoman. In any area that a person will pursue in later years, it is essential to have superior team skills and even more beneficial to know how successful teams are constructed, and how good teams might become great teams.

This case study will also be very useful for future Laws, Hall & Associates groups in their quest to be the best. To this extent, it will serve as a prescriptive manual for teams. When talking with my advisor, Tim Greenlee, I have learned that each semester teams often take on one of three personalities. Typically, one team progresses smoothly with little or no
conflict. Another team has highs and lows, making it difficult for the advisors to determine the team’s overall progress. The remaining team is completely ambiguous in that the advisors do not have any knowledge as to where they are heading with their campaign. Through my personal observations and literature review, I sense that the Account Executive has an influence on the nature of the team and what role it adopts.
II. MY EXPERIENCES IN LAWS, HALL & ASSOCIATES

I can say that without a doubt, participating in Laws, Hall & Associates is the best thing I have done in my four years at Miami University. Not only has it been an invaluable “real world” advertising experience, but it has taught me a tremendous amount about teamwork, managing others, and the effects that leaders have on a team’s performance and personality. In hindsight, there are several things that I personally would have done differently and things that I wish my team had done differently.

Coming into Laws, Hall & Associates as a member of the 71st campaign for a paying client, I had high expectations, to say the least. I certainly knew that the program was unique to Miami University, and felt fortunate to be a part of it. Several of my marketing professors had boasted about the program and encouraged students to apply. They spoke of how employers throughout the Midwest were familiar with the program and highly respected students that came out of it. In addition, I knew students who had previously participated in the domestic or international program. When I talked with them about it, I could sense envy in their voice, for I was about to begin the best experience that they had at Miami University. My parents were equally impressed with what I had told them about that program, and I remember my father saying, “I want to come back as my children”, a comment that he often says in a joking manner.

With these high expectations came an equal amount of pressure and nervousness. The program is highly acclaimed not solely because of the curriculum, but also because of the performance of past and present students involved. Year after year since 1971, students generate exceptionally creative multi-media campaigns that produced actual results for real world clients. This caliber of work is what attracts strong, committed clients to the program
and this semester was certainly no different, Hallmark joined LH&A. I and sixty other students had big shoes to fill.

Even before the first day of class on Tuesday, August 20, 2002, I knew some friends who were going to be participating in the program as well. We were anxious to find out if we would be on the same team because we did not want to compete against each other. The first day everyone met in the same classroom and we were introduced to the five individuals who would ensure that LH&A produces three outstanding campaigns while maintaining team fairness. They were: Professor Thomas Effler, Art; Professor Timothy Greenlee, Marketing; Professor Howard Kleiman, Communication; Andrew Peters, General Management; Sherry Schilling, LH&A Administrative Assistant.

A presentation was given about the history of Laws, Hall & Associates as well as some recent examples of work done for previous clients. We were reminded of the expectations that existed, and that we must uphold the strong reputation that LH&A holds. As people began to realize who their teammates were, I could sense an immediate feeling of competition in the room. Students were looking around and “sizing” each other up. When we were dismissed to our individual team rooms, I knew that this would be one of the few times when all three teams were in the same room. The competition began.

Thursday’s meeting was held at the Shriver Center, where the client presented to us their charge. Professionalism and nerves seemed to fit the bill. We were introduced to Susana Eshleman and Amy Baumgartner, two Hallmark employees. Susanna is Product Manager for Hallmark Flowers, and she educated us on the floral industry, their business model, consumer target, consumer positioning, product offering, and their current production and distribution. The most important part of the presentation was the disclosure of the
charge. Our charge was to construct a recommendation on how Hallmark Flowers would tackle the Business-to-Business market. More specifically, they wanted us to focus on the following five areas: Target market, Key Business Element that would allow them to win the selected target(s), Positioning, Media Plan, and Expected Financial Returns.

Leadership

My team’s Account Executive was very level headed and had a positive outlook on everything that we did. He was very much a nurturer and supporter. He led as a facilitator, continuously emphasizing that his opinion was by no means more or less important than everyone else’s and that taking a vote would make all decisions. He wanted the team to make decisions more as a democracy than by consensus. He was there to delegate responsibilities, to make sure that the team was organized and deadlines were made, that inter-team conflicts were resolved, and to motivate everyone. He created a relaxed, social atmosphere right from the beginning. It was clear that he wanted to be our friend more than our dictator.

My Account Executive did not use his authority to make decisions for the team, nor did he use it to discipline the team in times of laziness. He lost a little control of the team, and as a result the team began to become unmotivated and relaxed. He strived to be friends with everyone and therefore was slightly taken advantage of by the team. The team was never intimidated by him or scared of repercussions if work was not completed on deadline. He did the remainder of work that was not finished instead of delegating this responsibility away and establishing accountability. When members of the team were unable to attend meetings, he never reprimanded them or asked why they were not present. Additionally, when students were not able to complete the work assigned to them, he did not admonish
them, instead he finished the remainder. He always cleaned up after us rather than teaching us to do it ourselves.

As a result, the majority of the team grew lazy with a select number of students taking the reigns and completing the bulk of the work. Our Account Executive did begin to try and motivate us when it became apparent that the team was losing interest. He stepped up and reprimanded the team. But in my opinion, it was too little too late. The team had already become set in their ways, joined cliques, and did only the work that was specifically assigned to them. It was noticeable that he became frustrated at times, but he stuck with the team and our work through the end and his perseverance was apparent. He always emphasized the positive things the team was doing and never focused on negative aspects. He gave the team a lot of control and let us run with it. It was probably our fault that we did not manage this power and ourselves in a better way. In our Account Executive’s mind, the team was not his team it was our team.

**Competition**

About two weeks into the semester our Account Executive informed us that we had been invited by Team Red to a friendly competition. Their behavior that night paralleled their manner for the remainder of the semester. Their team was garbed in uniform team shirts, while we came dressed in normal street clothes. They were always aware of the score and made sure that we were too, while my team was just there to have fun. They were in it to win. It was apparent that Team Red had already formed a team personality: one of unity, determination, and competitiveness. My team walked away from that experience with a clear understanding of the goals and mission of Team Red. We knew that we already lacked the relationship building that their team had accomplished. We also knew that Laws, Hall &
Associates was a class, an experience to give us a better understanding of what it takes to build a campaign from scratch. In our opinion, Team Red viewed this as a fierce competition. Although this event might seem insignificant, it was quite foretelling.

**Team Conflicts**

One of the earlier requirements for each team is to produce a creative piece called an Essence video. The Essence video is shot with Dave Morrison, a professional videographer. The goals of the Essence video are to show the client that we understand them, to get to know our team, and to learn to work together in a low stress situation. This video is just for practice and fun, and should the team decide to exclude it from the presentation, the client would never view it. It was at this point, two weeks into the semester, that my team had our first conflict.

The communication students had come together as a group outside of the classroom to discuss a plan for the Essence video, taking everyone’s ideas into consideration. Dave Morrison, our videographer, as well as the faculty members were present when our Producer revealed the storyline of our Essence video. Their idea was not at all what we expected and quite eccentric. There was an uneasy feeling in the room that was shared by both students and faculty, and subsequently an obvious divide between those who supported the idea and those that were strongly opposed to it.

After the faculty members left, it was up to us to resolve the issue. It was difficult for those of us who disagreed to voice our opinions because we did not want to hurt anyone’s feelings. The communication students were defensive of their ideas and slow to change, but being that the faculty and Dave had so apparently been doubtful of the idea, they were open to new ideas. We discussed other alternatives and came up with an idea that everyone
seemed very excited about. We spent an entire day together shooting the video, and it was then that we really began to open up to one another and understand each other. The final product was remarkable in itself, but also because it was proof that our team could encounter internal conflicts, resolve them and still produce quality work.

I think that one of the most important things that one gains from his or her experience in Laws, Hall & Associates is learning how to work with individuals from different disciplines. Each student has their own ways of getting work done, their own opinions and their own mind frame. It is essential to understand what goes into the kind of work that one another produces. Appreciation and patience is the key to cohesiveness among disciplines. After our day of shooting scenes for the Essence video, I think that that the marketing and graphic design students developed a new respect for the organization, creativity, and skill that goes into producing such an outstanding video. Unfortunately, as the semester progressed and things became more stressful and hectic, our appreciation and patience for each other lessened. Consequently, bigger disagreements developed with far greater negative impacts.

**Marketing Freeze**

The marketing freeze was the next goal we had to accomplish. The elements of the marketing freeze are a Situational Analysis (strengths, weaknesses, opportunities and threats facing Hallmark Flowers), Segmentation, Target Market(s), Positioning Strategy, and Marketing/Communication Objectives. To complete all these sections we needed to conduct extensive market research. Primary and secondary research is involved in market research. Primary research is that which is compiled from people’s opinions, interests, and habits
through surveys, interviews, and focus groups. Secondary research is compiled from magazines, Web sites, and industry journals.

For the first time in the history of LH&A, an outside market research firm from Cincinnati, Convergys, was hired to conduct part of our primary research. They would use the telephone as a means of collecting the data, and at a minimum would have fifty completed interviews for us. The faculty members made this decision because they recognized the difficulty in locating information and research for the business-to-business floral industry. In keeping with the equality among the teams, all three teams would help to compile questions to offer to Convergys and would all receive the same data in return. I remember my team thinking that this would cut down on our workload and relieve us of some of the initial time devoted to this part of the process. Looking back, we could not have been more mistaken. The data that we received from Convergys was inconclusive and it left us with more work on our hands than we were expecting.

Collectively agreeing on a target market for the marketing freeze was one of the most difficult parts of the semester. We wanted to come up with a creative idea that was still practical both in the short and long term. Hallmark Flowers had given us examples of target markets that were previously thought of, and we were certain that these were ones we wanted to avoid. We felt that going after a target that they had suggested would show lack of creativity and research on our part. Therefore, we conducted both primary and secondary research on our own in an attempt to discover a target market that was both unique and promising.

However, we ran into some problems after conducting this research. It was soon apparent that individuals on our team were becoming protective and defensive of their
particular ideas or research. It became more of a personal battle over who had the best
evidence, rather than a cooperative effort to come up with the best strategy. For example, in
brainstorming sessions, it seemed that each student had his or her own personal account of
when his or her family received flowers from a business, and as a result they were confident
that targeting that type of business would be successful.

We found ourselves falling into a cycle of indecisiveness and uncertainty. A decision
would be made on a path to take. But soon after, a handful of students would push the
envelope and pose questions about the validity of the target market. Often, they had research
to back up their argument against the first path and more evidence in support of a new
direction they thought our marketing efforts should be directed. The team’s reaction to this
was usually negative because many felt complacent with our initial target market and did not
want to do any further work. Our solution to this problem was to conduct more research so
that we may truly discover the best target market. After further research, we would learn
more and be tempted by yet additional ideas. This cycle occurred more than once, usually at
a time very close to the marketing freeze.

Our Account Executive unfortunately did not take control of the situation and manage
our vacillation. He allowed us to perform in this manner and must not have seen the negative
effects it was having on team unity and the appreciation of other discipline’s work. The
other two disciplines were clearly becoming resentful of the marketing students because they
had to wait for us to make a decision before they could begin their part of the campaign.
However, at the time the marketing students did not realize the negative effect their actions
were having. We were searching for the perfect target market. What we did not realize was
that there is no perfect answer. Finally, with the marketing freeze only a few days away, our
Account Executive did put his foot down and forced us to make a decision and stick with it.

As part of the group of students that was always pushing my team and our ideas, I
think that our actions made for a stronger campaign. We urged our team to continuously
critique ourselves and improve our ideas. And although I believe that one can never have too
much information, the extra time that we spent finding these new paths could have possibly
been used in a more productive manner had we decided on our target market earlier. I will
further admit that our actions had some negative effects on the morale and unity of our team.
Each time we changed our target market, some members of the team became more frustrated
and less confident in our plan.

As I stated, feelings of resentment started to develop as well. Definite seating
arrangements, with marketing students on the right side of the room, communication students
on the left and graphic design students in the middle began to appear as a result. It became
obvious that this was detrimental to the unity of our team because side talk became a regular
thing. When someone disagreed with an idea that was being presented, they talked to the
team members surrounding them (who were of the same discipline) to get their support prior
to making a statement. This supported the growth of cliques within our team. In any team
where different disciplines are represented, the smartest thing to do is to foster
communication between these minds and use the strengths of each so that a better idea can be
formed. Each discipline on my team inadvertently isolated itself, thereby limiting our team’s
ability as a whole. Again, an intervention by our Account Executive or anyone else on the
team would have been extremely beneficial for our team’s future. All twenty of us knew
what was happening and let it occur. We paid the consequences in the near future.
When we finally agreed on a target market (and when there was no time left to change our minds), there was a definite feeling of relief to finally be in agreement and one of excitement to move to the next phase. Our next challenge was to translate this marketing information into a creative campaign and make it cohesive. I think that the communication and graphic design students were especially eager to take a more active role in the campaign and have the opportunity to use their strengths. Our marketing freeze was at the end of September and it went smoothly. I think that our advisors were pleased to see that we pulled through because they had witnessed our ups and downs for the past month.

**Creative Freeze**

We were not yet aware, but all of the tension that had been mounting during September was about to come out.

In the past Laws, Hall & Associates, the communication component of the campaign was definitely a principal area where much time and effort was spent. It was sometimes the focus of the campaign. The reason that Laws, Hall & Associates came into being was because broadcast production classes were combined with advertising courses over three decades ago. However the campaigns in the past were mostly business to consumer, and this semester we were given a business-to-business charge. Therefore, when examining where our media dollars should be spent, an extravagant commercial was out of the question. In the business world, sales representatives, print advertisements in trade journals, and brochures were far more effective in increasing awareness and sales of a newer business venture. Overall, it was not necessary to spend the most time and money on this portion.

There was disagreement on this issue. Naturally, the communication students sought to produce the best video they could and wanted to display their talents in the process. The
rest of the team also wanted this for them, but knew that this approach was inconsistent with the rest of the campaign. The team agreed that the video would be an introduction to an informational CD-ROM that would be given to our target market. The CD-ROM contained information about Hallmark Flowers, contact information, order information, pictures of flowers, and information about corporate programs. The video introduction would essentially be a way to draw the businessperson in and make them interested enough to continue using the CD-ROM to find out more about what Hallmark Flowers can do for them and their business.

When the Producer presented their ideas, they were very artistic, full of expression and overall consumer-focused. The rest of the team did not outright object to them, but instead made suggestions as to how they could become flashier so that they would grab the attention of the businessperson faster. It was at a meeting soon after this where marketing and graphic design students were present that there was a consensus that the concept of our video should be revamped. The communication students were not present because they were at a different location further discussing plans for the actual day of shooting footage. Once we made the decision, our Account Executive immediately got everyone together to discuss the differences of opinions. When we told the communication students of our change in opinion, they reacted with a submissive attitude. They did not want to discuss options or defend their original concepts, but instead listened to us and left obviously very angry. The rest of us knew that a big problem had just been created.

The communication students changed their concepts so that they would fit more with what the rest of the team wished to see. The creative freeze was on October 22\textsuperscript{nd}, and my team’s Producer presented the new concepts to the faculty. It was particularly obvious by the
tone of voice and body language that the Producer did not agree with the new concepts and wanted the faculty members to recognize that. Professor Howard Kleiman of Communications began posing questions about our concepts and he too was clearly not supportive. When the professors had shown concern about an idea of ours in the past, it was customary for the director and students of that particular discipline to defend our ideas. This was clearly not the case on this day. Our Producer’s response to each question that Professor Kleiman asked was something along the lines of “I don’t know.” Because neither the Producer nor the other Communications students were responding, the rest of the team began explaining our ideas and answering any posed questions. Professor Kleiman became irritated at the obvious differences in opinions between the team and the communication students, and began to lecture us on team unity.

When my team was finally left to ourselves, we had a lot of communicating to do with each other. Our Account Executive opened up the floor for comments from anyone and everyone. The essence of the communication students’ complaint was that their voices were not being heard, and therefore the marketing students were making all of the decisions. They told the team that they viewed it as a hierarchical organization, with the marketing students at the top making all of the decisions. They did not feel as though they were a respected part of the team. The marketing students, as well as the Account Executive, argued that some of the communication students were not speaking up, and therefore they were partially at fault for their ideas not being heard. There was a claim that a lot of the communication students were also not attending meetings, another reason why their opinions were not being heard. Our Account Executive maintained that he was constantly asking for each student’s ideas and opinions, and that taking a vote was making team decisions.
It was later learned that our Producer and several other Communication students had approached Professor Kleiman with their problem prior to the Creative Freeze. This explains why his questions were so directly negative and why he came down on the other students. The action taken by these members of my team greatly irritated the rest of the team because we felt betrayed. We did not understand why they did not approach the team first in an attempt to voice their concerns and work through the problem. If they were concerned that there was not equality within our team, a better solution would be to directly confront us instead of telling on us. Furthermore, I think that a number of students were disappointed with the professionalism of Professor Kleiman in the way that he handled the situation.

Although my team was able to move ahead and produce quality work, these problems never were completely resolved. The segregation among disciplines was very much evident and it was almost as if the team agreed to disagree. We knew that it was too late to mend the wounds; we were better off putting our energy into the campaign rather than into fixing our inherent team problems.

**The Final Stretch**

The final stages of our semester included putting our campaign book together and completing the creative aspects. We also had to focus our efforts on developing a professional and succinct presentation. Due to the nature of our business-to-business charge, the creative pieces included a website, brochures, CD-ROMs, postcards, and print advertisements to be placed in trade journals. The graphic design students performed wonderfully, producing top-notch work in a very limited amount of time. They understood the message that we wanted to get across and successfully expressed it in a manner in line with the business world.
A campaign book team was established and included students of both marketing and communication. Getting the campaign book compiled was quite a large task and it, like most things, took more time and effort than we originally planned. It took contributions from the entire team to complete it. I think that at this point my team knew that we were on our home stretch; differences in opinion were pushed aside in order to reach the end.

On the night of the presentations, there was a sense of peace and composure among our team. Maybe we had finally understood each other or maybe we were just pleased to have a finished product that we were all proud of and willing to fight for. Either way, we were united.

**Hindsight is 20/20**

I can admit pretty easily that my team was not perfect. I can also posit that Teams Yellow and Red were not either. We had our obstacles and looking back, it is quite easy to see simple solutions to problems that seemed so significant. Our team began to form cliques, for the most part according to discipline, pretty early on in the semester. As I stated earlier, we began to sit in our team classroom with our disciplines without much mixing among them. This seating arrangement cultivated differences in opinions as well as antipathy for one another. I think that if someone had forced us to sit next to somebody different each day, much of our antagonism could have been avoided. I also think that it is the job of the Account Executive to monitor the behavior of the team, confront the problem and fix it. He should have taken action against the problem much sooner in the semester.

I think that the nature of the charge we were given had a large amount to do with our troubles. I imagine that my team could have been more efficient with our time if we had not allowed ourselves to consistently change our minds. The main reason for our indecisiveness
was the difficulty of the charge and finding an appropriate, yet creative target market. It was also tough for us to come to terms with the fact that the video portion of the campaign would be significantly less in importance than some of the other aspects. It was the foundation for much of the tension and resentment that began to mount.

My team’s Account Executive did a mediocre job, in my opinion. I think that his biggest strength was his loyalty. No matter what the case, he was always there supporting us and our ideas. Even when conflicts began to develop, he remained level headed, and tried to focus on things that we agreed on. While loyalty can be a positive trait, it seems to have been insufficient for high performance in our case.

Throughout the semester, my team’s Account Executive maintained that all decisions would be made democratically. A better leader might have made judgment calls as to when it is appropriate to take authority, when he should delegate authority and when he should have asked for votes to be taken. By preserving the majority vote, he in a sense fostered divisions in the team. When members of the team were constantly changing their minds and the direction of the campaign, the Account Executive probably should have taken authority and made the team stick with a decision sooner. Ruling by the majority did not aid in our conflict resolution, it only made the minority angrier.

I also think that he had a natural affinity to the marketing students because he knew several of them, including the marketing director, outside of Laws, Hall & Associates. He spoke with them more before and after class, as well as outside of the classroom. He also tended to agree with their points of view, most likely because he was similar to them in personality and academic background (his major is marketing). To the communication and graphic design students, this may have seemed like an alliance against them. This situation
was probably misinterpreted and therefore supported the feelings of antagonism. Our
Account Executive could have been more proactive in managing his time among the three
disciplines.

I think the fact that my team did very little team building activities also hindered his
relationships with those who he did not know very well. If, from the start, we all had
understood each other’s backgrounds, likes and dislikes, strengths and weaknesses, and
talents and skills, we probably would have meshed better. Team building is essential in
creating appreciation for others one is working with.

I also think that if our Account Executive held people accountable for their work from
the beginning, students would have had more of an incentive to be involved. Students knew
that there was not a repercussion if they did not have time or did not feel up to completing
the work they were assigned. This neglect on the part of the Account Executive aided in the
laziness and disinterest of some members of the team.

It is very difficult to detect these problems when you are in the heart of the campaign.
Producing quality work seems to take precedence over mending small disputes. However,
what it is important to realize is that these minor disputes begin to fester and grow into large
conflicts with lasting negative effects. Team unity is truly the key to a successful semester,
both in terms of the quality of work produced and the sharing of standards and goals of all
the students on the team.
III. LITERATURE

I have chosen to incorporate a piece of literature that deals with leadership and teams (companies) because I believe that it has broadened my capability to analyze and critique the Account Executives and teams of Laws, Hall & Associates. I read the literature, sifted out the most appropriate pieces of information for my purposes, and applied it to the qualitative data that I collected from the eleven interviews conducted. To follow is an overview of the literature, *Good To Great* by Jim Collins, and an explanation of why I chose this particular model.

*Good To Great: Why Some Companies Make The Leap…and Others Don’t*
*By Jim Collins*

“Good is the enemy of great.” Jim Collins and his twenty-member research team embarked on a research journey to discover the factors that drive a good company to greatness. Their first step was to identify companies that were successful in making the leap from good results to great results. The companies had to prove a history of the following pattern: cumulative stock returns at or even below the general stock market for fifteen years, interrupted by a transition point, followed by cumulative returns of at least three times the market for the next fifteen years. Additionally, the companies chosen had to exhibit his pattern independent of the industry it was in. For example, if the industry as a whole showed the same pattern, the company was removed from the list. Eleven companies made the cut. The following shows the good to great companies and their relative situations.
Their second, and possibly most important, step was to select a set of “comparison companies.” Collins and his research team were striving to uncover what similarities the group of good-to-great companies had that distinguish themselves from the set of comparison companies. They selected two sets of comparison companies. The first were “direct comparisons”, those in the same industry as the good-to-great companies. The second set consisted of “unsustained comparisons”; those that showed signed of a short-term shift to greatness, but failed to maintain it. The following table shows the entire set of companies.
### Good-to-Great Companies Direct Comparisons

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<thead>
<tr>
<th>Good-to-Great Companies</th>
<th>Direct Comparisons</th>
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<tr>
<td>Abbott Upjohn</td>
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<td>Circuit City Silo</td>
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<td>Fannie Mae Great Western</td>
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<td>Wells Fargo Bank of America</td>
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### Unsustained Comparisons

- Burroughs
- Chrysler
- Harris
- Hasbro
- Rubbermaid
- Teledyne

“Inside the Black Box” is what Jim Collins and his research team labeled phase three, so named for the start of their research effort and how each step was similar to turning on another light bulb to shed light on their journey. The team collected articles on all the companies involved, interviewed most of the executives involved with the good-to-great companies during the transition era, and conducted both qualitative and quantitative analyses. After all the data had been collected and coded, the research team initiated weekly meetings. For each of the twenty-eight companies, the team and Collins read all of the information collected and debated on potential conclusions. They continuously tried to compare and
contrast the good-to-great examples with the comparison companies. Quoting Collins: “It is important to understand that we developed all of the concepts in this book by making *empirical* deductions *directly from the data*. We did not begin this project with a theory to test or prove. We sought to build a theory from the ground up, derived directly from the evidence” (10).

The fourth and final phase consisted of taking all the data, drawing conclusions, and building a framework. Collins and his research team organized six concepts into a model that showed the process of a buildup followed by a breakthrough. The transformation occurred in three stages: disciplined people, disciplined thought, and disciplined action.
Disciplined People

Level 5 Leadership describes leaders who are “self-effacing, quiet, reserved, even shy – these leaders are a paradoxical blend of personal humility and professional will. They are more like Lincoln than Patton or Caesar” (12-13).

First Who...Then What. The good-to-great leaders first acquired the right people and got rid of the wrong people, then they figured out what direction to take.

Disciplined Thought

Confront the Brutal Facts (Yet Never Lose Faith). These good-to-great leaders were able to both confront the brutal facts while sustaining faith that he or she would be successful in the end.

The Hedgehog Concept (Simplicity within the Three Circles). If you are not the best in the world at your core business, you must let it go and replace it with a simpler concept.

Disciplined Action

A Culture of Discipline includes disciplined people, disciplined thought and disciplined action. When all three of these are combined with an ethic of entrepreneurship, great performance results

Technology Accelerators. Good-to-great companies use carefully selected technology to aid them rather than using technology by itself to initiate their transformation.

For the purposes of my undergraduate thesis, I will be employing the factors Level 5 Leadership, Confront the Brutal Facts (Yet Never Lose Faith), and A Culture of Discipline.
Level 5 Leadership

The designation Level 5 refers to the uppermost level in the hierarchy of leadership that Collins and his research team created. See the diagram above. “Level 5 leaders channel their ego needs away from themselves and into the larger goal of building a great company. It’s not that Level 5 leaders have no ego or self-interest. Indeed, they are incredibly ambitious—but their ambition is first and foremost for the institution, not themselves” (21).

Level 5 leaders are modest and willful but also fearless and humble. Level 5 leaders avoided talking about themselves and personal contributions and focused on the company and dedication of other executives. In contrast, comparison leaders used the word I more
often, talked about personal accomplishments and contributions, and acted with great personal egos. However, Level 5 leaders go beyond humility. They show intense determination to produce great results for the company. They will do whatever it takes to accomplish success for the company.

Another characteristic of a Level 5 leader is their desire to see their company succeed even more than when they were in charge. They help secure this future by choosing the right successor. The comparison leaders, Level 4 leaders, were more focused on their personal reputation as a great leader after leaving the company and in the process often let the company in a position to fail. “After all,” states Collins, “what better testament to your own personal greatness than that the place falls apart after you leave?” (26).

Collins also writes about a phenomenon that he discovered that he labeled “The Window and the Mirror.” When things are going well in their company, Level 5 leaders attribute the success to factors other than themselves, such as a specific event or person. Moreover, if they are unable to point to a specific reason, they simply credit good luck. Along the same front, if results are poor they look in the mirror and solely blame themselves, leaving out any mention of bad luck. It is not surprising to learn that the comparison leaders behave in a contradictory manner. They look in the mirror to apportion credit when things are going well, and look outside the window to blame someone or something when things are going bad.

**Confront the Brutal Facts (Yet Never Lose Faith)**

The good-to-great companies shared a theme of making a series of good decisions. Collins and his research team made sure to disprove that the good-to-great companies may have just been afforded a streak of good luck when it came to decisions. Instead they were
able to prove that there was a difference in their approach versus the comparison companies’ methods. Making certain that the brutal facts are included throughout the entire decision-making process was that differential behavior that the good-to-great companies shared. The correct decisions almost seem to become more obvious after analyzing the brutal facts of the situation.

Collins makes a second point about confronting reality that correlates more with the leader of the company. Charismatic leaders can sometimes find themselves to be the primary reality that employees in the company worry about rather than the environmental, outside reality that is far more important. Employees fear these leaders and are constantly concerned with making decisions that would please the leader. Instead they should be looking outside of the company to determine external realities that could potentially harm the company’s future.

In order for the company and its employees to be constantly aware of the brutal facts, it is necessary to foster a climate where the truth can be heard. Collins recognizes this as a key factor and enlightens the reader on how it can be achieved. Collins realizes that some readers of his literature may be skeptical as to how a leader can motivate individuals with brutal facts. His answer to this skepticism is that it does not matter because motivation is a waste of time. He feels pretty strongly that if someone were to implement the findings of Good-to-Great, motivation will be unnecessary. He mentions quickly that one definite way to de-motivate people is to promise them false expectations or false hopes, soon to be shattered by future occurrences.
Collins outlines four ways that one can create a climate where the truth will be heard:

1. *Lead with questions, not answers.* Telling your subordinates what your decision is and motivating them to follow is not good-to-great leading. Instead, it is when the leader can admit that he or she does not have all the answers, and pose questions that lead to an open, insightful debate.

2. *Engage in dialogue and debate, not coercion.* Heated debates are often the best environment to hear the truth. This is in contrast to controlled discussions where people are able to “have their say” (compared to the better option of “being heard”) and are convinced of a decision.

3. *Conduct autopsies, without blame.* “When you conduct autopsies without blame, you go a long way toward creating a climate where the truth is heard. If you have the right people on the bus, you should almost never need to assign blame but need only to search for understanding and learning” (78).

4. *Build “red flag” mechanisms.* Collins and his research team found that both the good-to-great companies and the comparison companies had equal access to information. “The key, then, lies not in better information, but in turning information into information that cannot be ignored” (79).

The good-to-great companies accepted and embraced the brutal facts while at the same time maintaining a positive outlook. Collins and his research team so named this duality the Stockdale Paradox. Jim Collins came into contact with Admiral Jim Stockdale, who was the highest-ranking U.S. military officer in the “Hanoi Hilton” prisoner-of-war comp during the height of the Vietnam War. During his eight-year imprisonment from 1965-
1973, he was tortured over twenty times. Stockdale never doubted that he would get out alive and turn the experience around into one that made him stronger.

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<th>The Stockdale Paradox</th>
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<td>Retain faith that you will prevail in the end, regardless of the difficulties. AND at the same time Confront the most brutal facts of your current reality, whatever they might be.</td>
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A Culture of Discipline

The good-to-great companies showed a pattern of building standards and constraints, but also giving employees autonomy and responsibility within those rules. The employees who were hired did not need management so the company could focus on managing the system, or framework, rather than the people and their actions. Collins states, “Everyone would like to be the best, but most organizations lack the discipline to figure out with egoless clarity what they can be the best at and the will to do whatever it takes to turn that potential into reality” (128). Although some of the good-to-great companies may seem boring at first glance, they are actually full of passionate and hard-working people.

Collins and his research team discovered key differences in the topic of discipline between the good-to-great companies and the comparison companies. The Level 5 leaders build a culture of discipline whereas the Level 4 leaders of the unsustained companies took it upon themselves to discipline the organization and its employees through force. The former is functional, while the latter dysfunctional.
Significance of Literature

I have chosen this literature *Good To Great* as a model for my analysis of the leaders because I think that has several qualities that parallel the situations that Laws, Hall & Associates teams find themselves in. First, each team starts out on a level playing field. Each team has an Account Executive and the students know relatively few people on their respective teams. All three teams consist of students of a relatively similar caliber in knowledge about their particular discipline and motivation to succeed (students apply to participate). The state of the teams in the beginning of the semester is similar to the good-to-great companies and comparison companies that Collins and his research team utilize. Both sets of companies are in a similar state of affairs prior to the transition.

For both the Laws, Hall & Associates teams and the good-to-great companies, it is factors driven by leaders and team members that guide them to greatness. The factor that Collins labels Level 5 Leadership is especially appropriate in my analysis. Teams in Laws, Hall & Associates consist of approximately 20 students (one of which is an Account Executive and three are discipline directors), all of whom are peers. These are students that are accustomed to being in a classroom having knowledge and expectations dictated to them from a professor of a higher age level. Students are highly dependent on the leader of their classroom and look to him or her for guidance and management. Consequently, when placed in a rather autonomous situation like Laws, Hall & Associates, students are still apt to follow the direction of the individual in charge. This makes the leadership style and personality of the Account Executive critical, as students are likely to emulate this.

Another factor that I thought fit particularly well with the situation that the Account Executives are faced with is what Collins refers to as “Confront the Brutal Facts (Yet Never
Lose Faith). I think that it is rather easy for a newly formed team with little understanding of each other to brush negative things under the rug in an attempt to eliminate them. In reality, over time these things elevate themselves and become bigger deals than they originated. It is much more effective to face these negative facts in order to improve them.

Laws, Hall & Associates is a difficult course and teams are bound to run into difficulties or conflicts at some point in the semester. It is the manner in which they, primarily the Account Executive, resolve these conflicts that determines who will be most successful. *Good-To-Great* effectively finds solutions to this problem.
IV. METHODOLOGY

My primary means of gathering information was by conducting qualitative in-depth interviews with several members from Teams A, B, and C. Interviews were the best means in collecting my data because I could probe my subjects to get at the heart of their experiences. In performing these interviews, I hoped to come to an inclusive understanding of the experiences that each team went through. I wanted to comprehend how the Account Executives lead the team and subsequently how the team reacted to their leadership style. I wanted to get a comprehensive view of how the team operated so that I may make conclusions about the teams and their leaders.

The interviews were tape recorded so that I could focus more on their answers rather than getting everything down on paper. In a mostly conversational manner, I probed them on the following subjects: leadership, team-building activities, relationships among the three directors, relationships among the three disciplines, motivation, time management, team conflicts, decision making, and their view of the other two teams. The general script that I used is as follows. Of course some of the questions were slightly modified according to the position on the team the person I was interviewing held. The script below is an example of one that was used to interview a director. Sometimes I also probed the students according to their answers to gather a more comprehensive understanding of their point of view.

Qualitative In-Depth Interview Script

1. Describe the leadership style of your Account Executive. Was his or her style democratic, autocratic, or laissez-faire?
2. Did his or her leadership style change at all throughout the semester?

3. How did the Account Executive motivate individuals?

4. What did your team do to build relationships?

5. Describe your relationship with the Account Executive.
   a. How did your leadership styles differ?

6. Did you have autonomy or did your Account Executive closely monitor your progress?

7. Describe your relationships with the other two directors.
   a. Was there any major difference in leadership styles?

8. Was it difficult for your team to pass on the “baton” between disciplines?
   a. If so, why?

9. Explain your relationship with the students in your discipline.

10. Were there any team conflicts throughout the semester?
    a. What do you think the root of the problem was?

11. Were there conflicts within your discipline?
    a. Again, in your opinion, what was the primary cause of it?

12. How was time management within your team?

13. How were decisions made?

14. Did many students on your team know each other prior to this experience?
    a. If so, what effect, if any, did this have?

15. Did you have any roommates or friends on the other two teams?

16. How did you view the other two teams?
    a. How did your team as a whole view the other two teams?
17.  What would you do differently if you could start all over again?

When describing my subjects’ responses I will be classifying them by team. From this point on, I will discontinue referring to the teams by the letters A, B, and C. In no particular order, they will be named Team Blue, Team Yellow, and Team Red to protect the confidentiality of all involved. Additionally, I will use fake names that are not gender specific when referring to the three Account Executives. I will be pretending that all three of them are males in order to further protect the confidentiality of their true identities.
V. TEAM RED INTERVIEWS

Account Executive, Jamie

Coming into Laws, Hall & Associates Jamie never even knew what an Account Executive was. It was not until one of Jamie’s graphic design professors recommended that he apply for it that he became interested in the position. His professor thought that he would be successful at it due to his double major in graphic design and marketing. He interviewed for the position and was both surprised and flattered when he got it. He knew that it was a pretty big deal. A few weeks before school started he became nervous about his role. The emails that he was receiving from both Tim Greenlee, Professor of Marketing and Sherry Schilling, LH&A’s Administrative Assistant concerning his responsibilities throughout the semester made him begin to question his ability. Part of him wanted to back out.

On the first day of class, Jamie noticed the Account Executive for Team Yellow, Terry, passing out individual data sheets for her team members to fill out. At this point, Jamie did not even know who his team was. It was the day that Andrew Peters was taking pictures of everyone for the Mug Book. Jamie followed Terry’s lead and had his team fill out similar questionnaires after their question and answer session with Hallmark. He asked them general questions about where they were from, their strengths, and what their goal was for this semester. He took them on the plane with him to Memphis, Tennessee to observe the Hallmark Flowers operational facility. He states that in learning about each individual on his team he became more confident and excited about the upcoming semester.
Leadership

Jamie laid out three steps for himself in terms of leadership. His first step was to explain to the team what he believed in and what he expected from the team for the semester. His second step was to build up the team and his third step was to let go of his authority and give all control to the team as a whole.

Step one. After Team Red’s question and answer session with Hallmark, Jamie got up in front of the team. He recalls being very nervous but at the same time feeling very excited about the semester. When he stood up to speak, he remembers 20 people looking at him like he had all the answers. He made a list of things he expected from the team and also things he expected from himself. One of his wishes was that should a conflict arise among team members, they should come to him first before letting the problem escalate and affect the entire team. He voiced that the team is not necessarily trying to win this competition, but instead an ideal situation would be that Hallmark Flowers could get a feasible idea from each team. Essentially, Team Red should view their task as trying to be successful in generating an idea for Hallmark that works rather than competing against Teams Yellow and Blue. He emphasized the importance of remaining united as a team on all fronts.

The day he returned from Memphis, he asked that everyone come over and crowd into his little apartment to get to know each other. Before they began, Jamie recalls the Producer of the team bringing refreshments to the meeting so that everyone could drink an inaugural beverage together. This gesture confirmed the laid back atmosphere that the team would operate in for the remainder of the semester. Jamie recalls that it also gave the team a good look into the Producer’s personality. For the next two hours, the team got to know each other’s favorite movies, least favorite movies, nicknames, hometowns and about 15 other
pieces of personal information. Laughter filled the room as members revealed these personal things about themselves to complete strangers. Upon leaving the team agreed on a common goal to learn everyone’s names by the next week.

Step Two. Building the team up was Jamie’s next task. He always focused on team strengths rather than weaknesses. If there was a problem, he emphasized parts that were going well and simply that other parts needed to be built up or worked on. Team Red also became really close in a short period of time and Jamie did not know exactly what to attribute it to. He maintained that he always tried to foster a relaxed environment and never let things get edgy. When in a big team meeting, he would always begin the meeting by joking around with them or picking on someone for a little bit.

He does recall one time right before the shooting of the Essence video that the environment became edgy. One of Team Red’s weaknesses, according to Jamie, was that they were slow to get ideas out. They were great in terms of team unity and everything turned out well, but it took a deadline to be quickly approaching for them to generate ideas and get things done. This behavior first occurred when the deadline for the Essence video approached. The team ate together before Labor Day weekend and there was some talk of doing a West Side Story scene and blocking off the main street in Oxford to have a huge fight scene. Jamie asked that everyone email him their individual ideas, but only two people responded. It was Jamie and the Producer who ended up staying during Labor Day weekend and drew everything up. After receiving neither ideas nor any help from anyone, Jamie and the Producer were pretty fired up about the lack of support. They ended up storyboarding the whole thing out that weekend; thus no one really had a say in the content. Jamie did not like
that it was not a team effort but stated that he felt they just needed something put down on paper to show the professors.

This situation really upset Jamie because something like this was occurring at the team’s first big deadline. He felt compelled to set things straight so that it would not happen again. At the next class meeting he yelled the loudest that he has ever yelled at them. Jamie added that when he yells he is not verbally abusing them, he is simply just not smiling or laughing at them but instead being very serious. When he came in that day he wore a pair of really old disco plaid pants. So when he was yelling at them, Team Red was looking at him wondering what the pants were for. The pants signified that he was out of character and that his yelling was as well. He told them that the reason he was wearing the pants is because he figured that after he was done yelling at them, he might as well get them to laugh at him. It was at this point that they came up with their team goal for the semester: $21 = 1; 21$ individuals on board = number 1. Similarly, $20 = 0$. Team Red then learned how to dance for their Essence Video and Jamie attributes this as the biggest team building activity. He noticed that while embarrassing themselves in front on the rest of their team and the city of Oxford, people began to let their guard down.

Step three. It was around the time of the Marketing Freeze that Jamie completed his third goal of leading his team. He wanted to delegate all of this authority away to the team. This was difficult for him because he knew by taking these steps, he would eventually lose all of his power and that at the end of the semester, no one would look to him as the Account Executive anymore. He remembers this step being the hardest and most frustrating. He assigned a media planning team, a book team, an interactive team and a few others. These
committees were in addition to the positions (finance, social, assistant account executive, recorder, coordinator) that were formed in the very beginning of the year.

Along with Jamie’s third step came his hiatus. During the two to three week period when the team was unproductive, unmotivated and had no direction, Jamie was not there. He was physically there, but mentally he had left. During class, he sat in the back row and did not say anything to his team. It was as if he was waiting for his Account Executive to come out and talk. Students on his team did not know why he was acting like this and were calling him wondering where the team was going and worried that their campaign was going to fail. Even Tim Greenlee, the Marketing Professor, came to him wondering what was happening.

When I inquired whether Jamie ceased to lead the team for a few weeks on purpose or not, he responded “kind of.” In a way, he did do it decisively because he was completing his third leadership goal, which was to hand off the authority of the team. He wanted to get an overview of the team. A second reason for his hiatus was a couple of outside interferences involving his family that were consuming him. As much as he wanted to immerse himself into Laws, Hall & Associates, there was a part of him that had to step away for a little while because he almost got burned out too early in the game.

After hours and hours of ineffective meetings throughout the first three weeks in October, Team Red finally got on track when they decided not to show a single flower throughout their campaign. They agreed that his would be a differential factor. Jamie said that being a Graphic Design major, he really liked that idea. A week before the creative freeze, Jamie remembers three meetings they had being the most productive of the month.
**Marketing Freeze**

Jamie became known for his analogies and motivational speeches that he would give to the team. His first speech came right before the marketing freeze and it was his way of showing that the team, rather than Jamie, had control now. He told the story of Jack Welch, the former CEO of General Electric and how GE has bred more CEOs nationwide than any other company. The reason for that is that Jack Welch was breeding sharks. Anyone that he trained could have taken his position and done equally if not better at it. It was a dangerous tank for Welch to swim in, but he kept breeding them. Jamie concludes his speech by telling Team Red that his goal is to train sharks and that he “sees a lot of sharks in this room.”

Team Red started out slower for the marketing part of the campaign because they were too narrow minded with their ideas and Jamie partly blames himself for this. During a client visit in September, Team Red’s ideas were not received favorably. As a result the team became upset and rebellious. They felt that Hallmark Flowers was not necessarily going to do what they stated they wanted to achieve, which was a business-to-business campaign. Instead, Team Red felt that Hallmark Flowers really wanted a business to consumer campaign. With the encouragement of professor Tim Greenlee, the team decided that they would be the team that would go out of the box and from there, everything they did would be very creative. After having a focus, the marketing freeze came to them relatively easy.

One problem that Jamie identified with his team was that they did not do a good job of handing off the campaign among disciplines. After the marketing freeze, it is essentially then the communication students who are in charge of the direction of the campaign. Jamie
recalls a two-week stall at this point because each time they were too narrow focused, would receive negative feedback from the professors and have to start over again.

He attributes this problem mostly to the lack of communication between the directors. Jamie and the Producer were the only leaders who spent a lot of time together outside of Laws, Hall & Associates. After the marketing freeze, the Marketing Director had several job interviews and as a result did not attend class for about three weeks. She was Jamie’s loud mouth and did not have any problem telling people what to do, so losing her presence hurt Jamie’s management ability. He remembers her leadership style as one of a dictator and says that it was “ok, not the best, but got the job done.” The Producer’s leadership style was much more passive and laid back. When the team tried to switch between leadership styles as different as those, he recalls the team reacting unfavorably and losing motivation. After Jamie recognized this problem, he stood in front of the team and gave them an analogy. He talked about sprinters on a relay team and how even the best sprinters in the world can lose a competition if they fumble the baton. This second lapse in time can make it an even playing field and open the door to competitors.

Creative Freeze

Team Red was so involved in the rollout process, or the skeleton, of their campaign that they were not focusing on creativity at all. Jamie recalls the professors being worried about their progress but in the end the creative freeze turned out well. Jamie and the Marketing Director were not “there” yet and it was the Producer and one of the Marketing students that carried the team through this tough spot and saved them from failure. Jamie describes the Producer’s leadership style as ok because he lays out what needs to be done but lacks motivational leadership. The named Marketing Student led by example and made the
team want to step up and get the work done. A meeting before the creative freeze, Jamie addressed the team and stated that neither himself nor the rest of the team has been around and willing to work. He gave credit to the Marketing Student by telling the team to win it for her if they did not want to win it for themselves.

After the Creative Freeze, Jamie told them team why he had not mentally been there for the past few weeks. After explaining his situation, why he was not acting like himself and that he was back, he gave the speech he calls “Spartacus.” Spartacus was a slave who then became a gladiator, and finally led the army that almost took over the Roman Empire. They would have succeeded if someone hadn’t betrayed them. When they all were captured, they were put on a hill and the roman emperor told all the men that they would be put back in slave camps instead of being crucified if they point out who Spartacus was amongst the group. Right when Spartacus was about to stand up and turn himself in, the man next to him pushed him, stood up and said “I’m Spartacus.” The man next to him did the same until the whole field of men had stood up claiming they were Spartacus. The real Spartacus had not even had the chance to confess.

Jamie related this story to the difficult times that would be ahead for Team Red. He told them that at some point each of them would have to stay up late working on a portion of the campaign. He asked them who was going to be the Sparticus on the team that will be there for someone when they stumble on a speech or cannot stand up because they are so tired.

From that point on the campaign were in the graphic design students’ hands and Team Red did a good job of giving them autonomy. Everyone else did the outside work on separate teams and Jamie had no authority because of his hiatus.
**Strengths and Weaknesses**

Coming into the semester, there were only a few students on Team Red that previously knew each other and Jamie saw this as an asset. He knew that if there were previously formed cliques, it would have been more difficult to achieve team unity. During meeting times Jamie insisted that everyone be in the same place. This might mean that they were all in the same building but different committees or disciplines would meet in separate rooms. He felt that always having access to each other for decisions fostered open communication lines within the team.

In a way, Jamie is disappointed that the team got off track so many times after he let go. But on the other hand, he believes that the final product was a lot sweeter because each member of the team had to fight their way through rather than just take orders from him the whole time. A great amount of instinct and passion for their work made them believe in their idea and would have fought for it. Jamie thinks that someone on another team might not have fought had they not had that responsibility.

Team Red ran into plenty of roadblocks, which Jamie says was something they had to accept if everyone was going to have an equal voice. There were several “devil’s advocates” on Team Red and Jamie says this was tough for the team because they would go a long way and then people would start questioning the ideas. Jamie stepped in a couple times on small decisions to say whether an idea was going to be included or not. Voting made all major decisions and it seemed that in the end everyone was in agreement with the idea.

Team Red was not a self-starter; it took deadlines approaching for them to get things done. Jamie believes that his team took on his personality for this type of behavior. As an Account Executive, he came out of the gate fast and enthusiastic but was not able to uphold
this performance and had to take his hiatus as a result. He thinks that Team Red mimicked his actions and it is for that reason that they had so many ups and downs throughout the semester.

Jamie was never afraid to argue with the professors about an issue and in his view students appreciated it because he was fighting for Team Red’s idea. They also did not use meeting times effectively. Some people were stubborn and thought that they were smarter than everyone else so they would fight passionately about their ideas. The other half of the team was very indifferent and would not say anything during meetings.

Team Red knew they were a stronger team as far as unity overall. When it came down to competition, Team Blue was their main competitor and they found themselves not caring about the progress of Team Yellow. Jamie recalls his team always wanting to go one step further than Team Blue. They felt that they were similar to Team Blue as far as personality, but that Team Blue was not as united. Jamie perceived Team Yellow to be more focused on the work and their grades for the class rather than enjoying the whole experience.

Jamie knew that he had succeeded when the experience was over and his teammates were calling and emailing him asking if they could all get together and meet because they missed each other. He says that he won because he took 20 friends away from the experience.
Marketing Director, Team Red

The Marketing Director’s initial words about her Account Executive were that he was an easy leader to work with but sometimes believed in himself too much. He took the title of Account Executive and transferred that into his right to always be speaking. Jamie was constantly calling the Marketing Director and Producer to find out what they were doing and their progress. And although this was a good quality of a leader to make sure things got done on time, she thinks that he may have gotten a little too involved with the work of each discipline. From her point of view, his role should have been an overseer rather than a doer. Jamie had a false perception that his opinion was always right and was more important than others. The Marketing Director recalls times when the team was in disagreement with Jamie’s opinion. Instead of trusting the team with their decision, he would continue to bring up the issue and his viewpoint until a change was made.

Jamie’s leadership style and attitude on his authority did change at a point in the semester. The Marketing Director posits that this was a result of two things. First, she thinks that the professors spoke to him about his behavior and that he needs to act more as a facilitator. Secondly, she believes that Jamie learned that students on his team were making fun of him. Jamie backed off a little bit and let other students take control of the direction of the team, but not for long. Towards the end of the semester, Jamie abused his power again when the team was voting on speakers for the final presentation to Hallmark. The initial result of the voting did not favor Jamie as a speaker. Unfortunately he did not accept this and the Marketing Director and Producer had to rearrange the presentation to give Jamie time in the spotlight.
Tim Greenlee, Professor of Marketing, told Team Red that often the teams take on the personality of the Account Executive. The Marketing Director definitely believes that this held true for her team.

**Relationships**

The Marketing Director’s relationships with the Art Director, Producer, and Jamie were positive for the most part. She and the Art Director had worked together on a previous Laws, Hall & Associates campaign in London, and therefore knew each other’s leadership styles and personalities.

The Marketing Director perceived the Producer as someone who was really easy to work with and admits that he may have gotten upset with her after the Marketing Freeze. Although she did not have a problem passing along the “baton” to the Producer, she became heavily involved in interviewing for jobs and as a result was not in attendance for two weeks. She describes her personal leadership style as more controlling; she is loud, likes students talking one at a time, and makes sure that deadlines are made. She describes the Producer’s initial leadership style as more quiet and that his individual effort was done “behind the scenes.” As time passed, the Marketing Director remembers the Producer’s style changing and becoming more similar to hers.

The graphic design students and Jamie ran into some conflict because they felt like Jamie was trying to do all of their work himself. The Marketing Director’s impression of Jamie’s relationship with the Art director is that he overstepped his boundaries and took too much autonomy away from her. Sometimes he would complete tasks without her knowing it and as a result alienated her some. The team also resented Jamie at the points throughout the semester when he would abuse his power.
The Marketing Director also imagines that the Producer resented her during the time that she had outside engagements and therefore was not present. She feels that the rest of the team understood the situation she was in and did not carry any hard feelings towards her.

**Team Building**

Jamie was very involved in team building and spending social time with each other. The Marketing Director gives him full credit for his success. He did not have to push students to attend because Team Red was fortunate enough to get along really well. Everyone was involved in most aspects of the campaign, and this was especially true in the beginning with market research. In the Marketing Director’s opinion, it was easy to get individuals involved when they were working on something fun and were passionate about their idea. However, the Marketing Director remembers one girl in particular on the team who had a negative attitude and did not seem interested in getting involved. This greatly bothered Jamie and he would creatively try and get her more interested and more motivated.

Team Red met almost every night of the week for over an hour and it was expected that each team member attend. The reason for all these outside meetings was that the time spent in the classroom was usually unproductive. The Marketing Director attributes this to the room that they were given; it was a lecture classroom designed to hold approximately 100 people and did not give them the close feeling of working together that they enjoyed.

The attendance of all team members helped when making decisions. No decision was final on Team Red unless everyone supported it. Jamie tried to play a dominant role in decision-making and voice his opinion louder than others, but for the most part the team was calling the shots.
**Producer, Team Red**

The Producer describes himself as a laid back person. Coming into his role as Producer, he wanted to delegate a lot of responsibilities away because his past experiences with teams at Miami University have ended up with him doing all the work. The results were great and everyone did their respective jobs except towards the end when editing was necessary. The Producer was the only student who had the skills to perform those tasks. Already highly involved with his team, he also decided to join the campaign book committee later in the semester.

**Account Executive**

The Producer describes Jamie’s leadership style as being one of a facilitator and dictator at different points in time. Jamie wanted to be everyone’s friend so he was always cool and laid back. In the Producer’s opinion, this relaxed demeanor helped the social aspect of the team but hurt the business portion of the team. Sometimes Jamie would pull a “trump card” out and use his authority as Account Executive to push the ideas he liked and discard the ones he did not like. Sometimes it took the actions of the Producer, the Marketing Director, or several other students to bring him back down to earth and make him realize the limits of his role. Jamie told the team that his expertise in both marketing and graphic design was the reason he was picked for Account Executive. The Producer believes that this may have led him to believe that he had the final say in decisions. For 95% of the time, Jamie’s behavior was fine; it was that 5% when he took his authority too far and students had to bring him back down.

The Producer does not feel that Jamie needed to motivate Team Red, but that he would anyway. He remembers the speech Jamie gave about “breeding sharks” and
Spartacus. In the Producer’s assessment, the analogies were helpful but almost too corny that you could not help but laugh at him.

**Relationships**

The Producer did not find it difficult receiving the baton from the marketing students or handing off the baton to the graphic design students. He remembers Jamie helping with the transitions since he was both a Marketing and Graphic Design major and had a good overview of the team. He and most of the communication students attended almost all of the marketing meetings, so they had a good understanding of what was occurring and the direction that the campaign was going.

The Producer considers his relationships with Jamie, the Marketing Director, and the Art Director to be good ones. He recalls them helping each other out when one could not attend a meeting and an overall consistency in working relationships. Sometimes he Jamie and would differ in opinions but their conflicts were resolved quickly.

**Team Building**

The Essence video went well but was a huge amount of work for the Producer because he and Jamie pretty much did all the legwork for it. He talks about learning to dance with each other as the most interesting, difficult and fun experiences. The Producer cannot emphasize enough how important it was for team building so early in the semester. This reminds the Producer of Team Red’s first meeting at Jamie’s apartment where “get to know you” games were played. The Producer was a little bit late because he brought refreshments for the team. The relaxed, social environment that existed that night set the tone for the rest of a semester filled with team dinners, team shirts, and team unity. The Producer makes an
important point that the team unity just seemed to be there, in contrast to Team Red working hard to achieve it.

The majority of the communication students were mass communication based, with the Producer and one other student having a production background while the others had advertising, creative writing or broadcast disciplines. There was also an English major. Despite the diversity of academic backgrounds, there was surprisingly little conflict. He attributes this to the great range of expertise that his group as a whole brought with them. Everyone at some point got to be the specialist on the subject and felt like their knowledge was essential to the decisions at hand.

The Producer remembers numerous people coming into Laws, Hall & Associates with already formed relationships. Two students in the communication group were good friends. A few of the marketing students knew each other from sororities or classes. The graphics design students also knew each other very well from the beginning because of the small class size in their major. In contrast to Jamie, the Producer believes that these prior connections helped the team to build unity.

**Decision Making and Time Management**

In the Producer’s point of view, decisions on Team Red were made by trial and error and reaching a consensus. He describes some tough situations when a consensus was made about an idea without the presence of one or two people. When those students returned and did not like the idea, the whole thing was scratched and the team started over from the beginning. But it was very important for everyone on Team Red to agree on the direction of the campaign so that they could all be enthusiastic about the work they were putting into it.
Time management could have been better according to the Producer. He attributes their last minute work ethic to personalities within the team. He believes that he works better under pressure and thinks that the rest of the team did as well. In a program such as Laws, Hall & Associates, it is important to try and move past this personal preference of procrastination. In order to successfully complete a multi-media campaign, one discipline must accomplish tasks so that the others can begin their parts of the project. Procrastination can be a heavy deterrence in productivity and quality of the final product.

**Teams Yellow and Blue**

Team Red was not as interested in what Team Blue was doing throughout the semester as they were in Team Yellow and their Account Executive, Terry. They were very curious about Terry’s forceful leadership behavior and how it affected the morale of her team.

**Hindsight is 20/20**

The Producer would not have done a single thing differently because he believes that if the Account Executive or Directors acted or led the team differently, then the final product would not have been what it is. He is extremely proud of both their campaign and the unity that still exists among his team even after the program as ended. He notes that he has gained many friends from his experience in Laws, Hall & Associates.
Ashley, Marketing Student, Team Red

Team Building

Ashley states that Jamie was wonderful in the beginning to have set an objective to build team unity before the stress of the semester set in. The team definitely appreciated his efforts, and the fact that Team Red continues to hang out in the present day is a testament to his success. Dinners and movies together were a regular routine throughout the semester.

Ashley also stresses the positive impact that learning to dance together for the Essence video had on team unity. Ashley explains that understanding each other on a personal basis helps tremendously when trying to understand their point of view when making a professional decision. Getting to know each other first afforded students more patience with each other when stressful situations arose. When the work got tough, just enjoying each other’s company made the work that much more enjoyable. There were only two students that fought the social aspects of the team and did not wish to be involved with every one else. Ashley thinks that they felt left out regardless of the team’s efforts to incorporate them.

There were some communication students that knew each other prior to the experience but they never alienated themselves from the group. They became the friend that you came to class with and once inside the classroom, people dispersed and socialized amongst everyone. Cliques were never formed on Team Red.

Account Executive

Ashley definitely gives Jamie full credit for uniting the team and building their confidence up in the very beginning. As the semester went on, Jamie began to give responsibility away which made people feel like that had a part in accomplishing things
where they felt they could perform best. However, there was a time that Ashley remembers when Jamie fell off the boat for a little while and did not act as a leader. He received some negative feedback from several individuals that he was too demanding that things should be his way so he stepped back from his role. Unfortunately for him and the team, he ended up stepping back too much. That is when the team ran into major obstacles. Everyone was doing work independent of the team goals and direction, and they did not have a leader to manage this problem. It is important to note that with Jamie’s departure came the disappearance of about half the team. Although Ashley said these students returned for the final decisions, they were not present for the legwork. This caused a growing resentment among team members.

In the last third of the semester, Jamie came back and tried to take all this authority back, have the final say in decisions, and lead the team. When Jamie showed signs that he was coming back to lead the team, Ashley talked to him, inquired where he had been, and told him that the team needed him to give them direction and motivation. He took this request too far and too seriously. It boosted his ego a little too much. The problem was that he was asking things from a team that was used to making decisions without him. The team reacted negatively and was not ready to give up their autonomy to him. They knew that his intentions were good, but the team had to work around him and often pretend to agree with him while in reality they were going their own direction. Overall, the team contained a lot of strong leadership personalities and Jamie was successful in managing those. But in the end, they did not need that much leading, so Jamie was there just to facilitate the direction of the campaign.
When the time came to decide who would speak during the presentation, the team made up a ballot with everyone’s names on it and voted. Jamie was not voted to be a speaker and this did not sit well with him. He confronted the team and, as Ashley remembers, he pretty much cut them down while boosting himself. He told them how much work he has done for the team and why he should be presenting. Team Red resented him a lot for his actions. If he had maintained that type of strong leadership consistently throughout the semester, the team would have expected and accepted his request to speak. But because of his hiatus and lack of participation for so long, they did not quite understand why he had the right to speak. Nonetheless, Jamie gained a role in the presentation as a speaker and did just fine.

**Directors**

The Marketing Director was not the type of leader who delegated responsibilities away; instead she had to perform every task to make sure it was done correctly. During the marketing portion of the campaign, things had to be her way or no way at all. The Marketing Director has a very strong personality with a perfectionist side. Because she had participated in Laws, Hall & Associates previously, she thought that she was always correct.

Like Jamie, the marketing director also performed a disappearing act after the marketing freeze and the team did not really see her again until the very end. In Ashley’s opinion, the Marketing Director decided that once her tasks were completed, she was finished and subsequently left the team. That left the marketing students without any direction. They were in the dark and had no guidance because up until that point the Marketing Director had done everything.
The Producer was a very easy leader to follow and never had any conflict with anyone. The Art Director and Jamie ran into some problems over a power struggle as well as differences of opinions. They did not speak to each other for a while towards the end of the campaign. The team dealt well with the different personalities on a social level until it got down to the major decisions about the campaign and that is when problems arose.

**Passing off the baton**

A reoccurring weakness that Team Red had was that after completing a large task such as a marketing freeze, all productivity stopped and students convinced themselves that they could take a break for a few weeks. This was especially apparent after the marketing freeze when the Marketing Director let her responsibilities go and the Directors were not communicating between each other.

Ashley also attributes this weakness to the nature of the campaign. Because it was a business-to-business charge and there was no need for a commercial, there was less of a clear-cut line between the marketing and communication roles. In Ashley’s opinion, the marketing students as a team played more of an important role during the communication aspect of the campaign than they did during the marketing portion.

**Jamie’s Motivational Speeches**

After the Marketing Director left, Ashley worked very closely with Jamie and the Producer as the manager between the three disciplines. Ashley did not feel like she had the authority to speak up and motivate everyone so she depended on Jamie to do it for her. She appreciated his effort, thought that it was worthwhile, and knew that he had all the best interests in mind. Sometime the team did indeed need a little jumpstart to get them going and his anecdotes did the trick.
Decision Making and Time Management

When there was a decision to be made, the entire team was present. Overall, there were not divisions or labels for marketing, communication and graphic design students. Instead everyone helped out with each task. While it was powerful to have everyone involved at every step of the way, it was extremely difficult to get 21 different minds to agree. Hours were spent rehashing the same ideas. Throughout the semester and during Jamie’s hiatus the team trained themselves to make decisions democratically by voting. When Jamie came back at the end and tried to take back his authority, the team rebelled. After making decisions one way for so long, it was impossible for the team to give up their voice, let Jamie change things and have the final say.

Team Red’s time management could have been better according to Ashley. Looking back on it, she realizes that they were so immersed in the project that they did not always take a step back and analyze the most efficient way to achieve their goals. Oftentimes they found themselves making progress in every direction except forward. There were times when they would get caught up in their imaginations and spend a great deal of time on details when they did not yet have their core concept nailed down.

Committees and additional positions were formed in the beginning of the semester as the need arose. However, with the exception of the social coordinator, the rest of the positions fell by the wayside and became obsolete. Delegation of responsibilities started with small tasks and became bigger as the semester continued. In the early portion of the semester, committees were always checking in with the team to make sure that everyone was on the same page. Towards the end of the semester, committees worked more autonomously to get things accomplished. The groups did the work first and told the team what they had
done second rather than asking the team’s permission first and doing the work second. In Ashley’s opinion, the latter was more efficient.
Findings and Conclusions, Team Red

Level 5 Leadership and Confront the Brutal Facts (Yet Never Lose Faith)

I would classify Jamie as Level 3 leader according to Collins’ leadership hierarchy. Level 3 leaders are called Competent Managers whose role is captured in the following sentence: “Organizes people and resources toward the effective and efficient pursuit of predetermined objectives” (20). Jamie seemed to carry his ego with him throughout his experience as Account Executive in Laws, Hall & Associates. According to the directors and student on his team that I had the opportunity to interview, Jamie thought that his opinion mattered more than others and in addition believed that he should have the final say in making decisions.

“Level 5 leaders channel their ego needs away from themselves and into the larger goal of building a great company. It’s not that Level 5 leaders have no ego or self-interest. Indeed, they are incredibly ambitious—*but their ambition is first and foremost for the institution, not themselves*” (21). Jamie began the semester with a plan to accomplish much of these goals, but his high view of personal reputation hindered each of the steps in his plan.

His first step consisted of explaining to the team his expectations and what he believed in. From the start, Jamie is using words like *I*, ones that leaders of the comparison companies used frequently as well. His second step of building the team up proved to be successful, as Team Red emerged as the team with the greatest team unity from start to finish. His third step focused on delegating his authority away. Unfortunately, Jamie went too far and his hiatus in the middle of the semester proves that he failed at both aspects of Collins’s Stockdale Paradox.
The Stockdale Paradox

| Retain faith that you will prevail in the end, regardless of the difficulties. | AND at the same time | Confront the most brutal facts of your current reality, whatever they might be. |

In my estimation, he became frustrated with the difficulties of the team, became a little burnt out and did not have faith at that moment in himself or the team. Instead of confronting the brutal facts of the difficulties that team were having, Jamie ran from them. He stepped down as leader for about two or three weeks, leaving his team without any leader and any sense of direction.

I think that Jamie had all of the best intentions in mind when he decided to delegate responsibilities, but his personality did not lend itself to actually allowing it to play out. His first reaction was to leave the team. In a cynical mindset, this reminds me of another characteristic of Level 5 leadership that Jamie failed to meet: the desire to see their company succeed even more than when they are not charge by choosing the right successor. Jamie left his team without any warning, any plans for the future, or anyone that knew to take his role. Although I don’t personally think that Jamie left Team Red in that situation so that he could see them fail and subsequently feel better about himself, it does remind me of the point that Collin and his research team discuss.
Jamie does blame himself for many of the things that went badly and overall, when Jamie spoke about the successes of the team, he gave credit to individuals where credit was due. However, he tended to boast that he as the leader was responsible for guiding the team to success. When using “The Window and the Mirror” phenomenon laid out by Collins, Jamie stacks up pretty well. He never mentioned bad luck when results were poor, but did have a tendency to blame things other than himself such as: miscommunication between the directors, the presence of “devil’s advocates” on his team, and Hallmark Flowers’ insincere charge.

I think that Jamie effectively encouraged an environment where not only everyone had a say, but more importantly “everyone was heard.” The Marketing Director of Team Red specifically spoke of how Jamie wanted everyone to be involved. Although this environment initially existed, Jamie took the legitimacy away from it when he began to press his opinions as more important and spoke with a voice louder than others. The Marketing Director recalls times when the team was in disagreement with Jamie’s opinion. Instead of trusting the team with their decision, he would continue to bring up the issue and his viewpoint until a change was made. He employed coercion rather than heated debates; behavior directly opposed to what Jim Collins thinks will foster an open environment where every voice is heard, and environment which in turn forces a company to face the brutal facts.

A Culture of Discipline

The good-to-great companies showed a pattern of building standards and constraints, but also giving its employees autonomy and responsibility within those rules. The Level 5 leaders build a culture of discipline whereas the Level 4 leaders of the unsustainable companies
took it upon themselves to discipline the organization and its employees through force. The former is functional, while the latter dysfunctional. Jamie fostered a laid back and social environment from the beginning, admitting that he joked around in class with many of the students. In the opinion of members of his team, he delegated responsibility and gave them freedom, but went overboard when he left the team as leader for a few weeks. Additionally, he gave them freedom but constantly was checking their work and looking over their shoulders with this freedom. The Marketing Director recalls Jamie constantly calling the Producer and Marketing Director to make sure that they were leading their discipline properly and things were on track. He did not give them the opportunity to discipline themselves, but instead forced them many times to share his point of view. In addition, when he returned from his hiatus, he attempted to reclaim all of his authority over the team as well as decisions.

A reoccurring weakness that Team Red had was that after completing a large task such as a marketing freeze, all productivity stopped and students convinced themselves that they could take a break for a few weeks. This proves that there was not indeed a culture of discipline, with disciplined people and disciplined action that existed for Team Red.

One of Jamie’s principal concerns as Account Executive was to continuously motivate the team through speeches and analogies. It seemed that there was an analogy Jamie had ready for each situation or predicament that Team Red might get into. I agree with Collins in his line of thinking that if you obtain the right people for the right positions, you will not need to motivate. But in Jamie’s case, because he was not given the ability to choose members of team, I think that the motivational speeches served as clever stories that helped to unify the team in stressful situations.
VI. TEAM YELLOW INTERVIEWS

Account Executive, Terry

The first thing Terry mentions is that he did not really want to be Account Executive. When Tim Greenlee, Professor of Marketing, mentioned the position to him a long time ago, he was hesitant because of his current position as Editor of The Miami Student, one of Miami University’s principal student run newspapers. But he went ahead and decided to take the opportunity for what it was.

Terry states right away that his leadership style tends to be vastly different than most people in that he is very frank and upfront about things. He tends to be a control freak, wanting to hold on to things and perform every task himself. Because of those traits, he found himself constantly prying into groups making sure that things were getting done and putting his two cents into all decisions. In the beginning, he found it to be helpful because it kept people on track but by the end he sensed a lot of resentment. Terry is a Marketing and Mass Communication double major so he found it easy to take a lot of control in those two areas. He was not very familiar with graphic design and therefore let that discipline have much more autonomy simply because he was totally out of his element. He thinks it was beneficial that he knew everything that was occurring so that students could have a contact point among disciplines and committees. His constant control had some benefits that way, but also some negative effects in terms of morale.

He structured things right from the beginning by setting deadlines and making people accountable for work they were assigned. The first task he gave them was to research various industries and speak in front of the class about their findings. The reason that he
wanted them to present in front of the team was to establish accountability among everyone. When everyone finished, the first thing he said was that it was not good enough. Terry noticed the reaction of the students on his team. They were pretty surprised by that type of feedback. He concluded that they were generally accustomed to performing well and being nurtured and praised by their professors. To have one of their peers tell them that their work was not good enough was a big obstacle. He knew that because of this many of them did not like him from the start, but Terry did not care. He was not there to make friends; he was there to create a good campaign for Hallmark Flowers and to ultimately win. As time passed, he remembers the team adapting to his style and by the end they appreciated the pushing that he did.

In some of Terry’s past team experiences, he has noticed that if the team has one person to hate, they usually work together much better because they have common ground. Terry knew that they were united against him, and that was ok with him as long as they were cohesive among themselves.

Terry was pretty consistent in his leadership throughout the semester. In looking back he realizes that a change, mainly meaning backing off a little bit, would have been good. He withdrew some of his authority with the video because he did not have any time to deal with it. He thinks his actions resulted in a higher level of creativity. He honestly admits that his decision to give the disciplines more space was not a conscious one, but it simply happened because he did not have enough time to be overly involved. So although it did not happen for the right reasons, it nonetheless occurred and brought with it positive results.

He knew that many students felt that he pushed his ideas or opinions too much. Although he agrees that this is probably partially true, he also thinks that being Account
Executive and pushing your ideas seems like a much bigger deal than any other team member pushing his or her idea.

Winning was important to Terry and hearing that they won during the final ceremony was more of a relief than a victory. He knew that winning would lessen the burden that he carried throughout the semester and would allow his students to realize why he put them through so much hard work. If they had not won, he fears that they would have resented him and the work they did.

Relationships with Directors

Terry and the three directors had meetings separate from the team each week and overall had a good camaraderie. In his opinion, they all had the same end goal in mind, but the different ways of reaching their going is where problems came about. However, the different personalities and leadership styles helped the team because some students related better with each type, and therefore felt comfortable approaching at least one of the leaders.

The Art Director had a very similar personality to Terry and for that reason they came into conflict. Outside of the classroom they got along well and could argue about a decision, resolve it and move on. However, when these arguments occurred inside the classroom, the team did not view them as taking care of business, but instead thought the two individuals were conflicting personally.

The Marketing Director was very unlike Terry in both personality and leadership style. Terry thinks that he overstepped the Marketing Director’s authority during the marketing part of the campaign and did not let her lead as much as she wanted to. The reason that Terry stepped in is because he was dissatisfied with the direction that the team was going, but admits that he should have communicated that better to the Marketing
Director rather than just taking control. Looking back, Terry realizes that he never gave the Marketing Director a chance to prove she could step up and be a leader. Terry admits that the Marketing Director was very responsible in getting things done on time and did a lot of legwork behind the scenes that the team never saw. The Marketing Director also expressed her opinion more during group meetings rather than directly to Terry, as this was an outlet for her.

Terry knew the Producer prior to Laws, Hall & Associates and had a good feeling that they would work well together. But again, Terry admits that he stepped on the Producer’s authority because he had the Mass Communication expertise to back him up. The root of their disagreements, in Terry’s opinion, was their general outlook on work situations. The Producer was more optimistic that things would work out on their own which contrasted Terry’s need for organization and planning. The Producer was very trusting of people while Terry did not trust anyone. When Terry stepped back and gave the Producer more control, she was able to take more responsibility for things and prove herself as a successful leader.

**Passing the baton**

Passing the campaign from Marketing to Mass Communication was not difficult because the business-to-business charge did not allow for a commercial or heavy emphasis on video production. Another factor that helped the transition was that the communication students were heavily involved in market research as well as the marketing students being pulled in to help the communication students. Because of the blur that existed between disciplines, little conflict came about. Some of the marketing students became lazy after their portion of the campaign was finished and it took Terry delegating them duties to rope them back in.
The sole discord that existed when the baton was passed to the graphic design students occurred when they decided to change an aspect of the idea without informing Terry. Once the change was explained to Terry and the rest of the team, the obstacle disappeared. Typically the bumps along the way were misunderstandings, rather than all out disagreements, and could be handled accordingly.

In the beginning of the semester, Terry had each of his team members fill out a questionnaire. One of the questions he asked was “What area outside of your discipline would you like to learn more about or be a part of?” He took each person’s answers and made sure that they got involved in these different areas. This aided in reducing cliques because students of different disciplines were in constant interaction.

**Decision Making**

Due to indecisiveness and approaching deadlines, Terry acknowledges that sometimes he put his foot down and made the decision for the team. The amount of research that the team had collected for each idea often dictated his decisions. Beyond that, concept testing that the team sent out returned with clear direction and decisions were made based upon those.

**Motivation and Team Building**

Terry is the first to admit that he does not have the first clue to how motivate individuals. In his opinion, one needs some sort of internal desire to do well to be motivated. Terry’s objective of adding accountability to student’s work may have motivated them to perform well so that they would not look bad in front of their peers. Students began to hold each other responsible for not pulling their weight of work and this helped to motivate as well. Terry explains that Laws, Hall & Associates is different than other classes in its nature.
Students want to be a part of it and desire to perform well; hence there is minimal need for motivation.

At the start of each class, Team Yellow discussed what they had heard about the other two teams. This also acted as an indirect way of building up the team. Team Yellow did not participate in social activities with each other outside of the classroom. This was mostly due to time constraints and Terry wishes that they made more of an effort in that area. But in Terry’s view, working together is as much team building as going out and having fun together. And finally, Terry notes that the team’s dislike of his leadership style probably also pulled the team together.
Marketing Director, Team Yellow

The Marketing Director loved the experience of working for a real world company and dealing with a true problem that they had. She is very proud that her team was able to come up with a solution that they are actually looking into implementing. What she did not love is how herself and the 19 other students on her team were pretty much just thrown into a room without any guidance.

The Marketing Director had a lot of difficulty leading her discipline because Terry, the Account Executive for Team Yellow, was so overbearing and virtually took her position over. The Marketing Director came to meetings with things to assign to students so that the team could get things done on deadline, but Terry also came to these meetings with an agenda. Terry’s agenda took precedence over the Marketing Director’s and as a result, the team looked to Terry as their leader throughout the marketing part of the campaign. The team definitely sensed how overbearing Terry was in the way that he overshadowed the Marketing Director and that is when they began to react negatively to his actions.

The Marketing Director mentioned something to Terry about her territory as leader of the marketing students, but she did not persist for two reasons. First, it was not a big enough deal to her to take the energy to gain back her role. Secondly, she did not want to create any conflicts so early on. The Marketing Director shifted her leadership to producing work behind the scenes, making sure that everything was pulled together and turned in on deadline. She also communicated with Tim Greenlee and kept him updated on the progress of Team Yellow.
**Account Executive**

The Marketing Director says that the leadership of Team Yellow was overall good and that Terry, the Account Executive, did a great job. Terry was intense and things had to be his way or no way, traits that the Marketing Director remembers as hard to work with. But she also remembers that Terry definitely pulled his weight on the team and pretty much sacrificed all the time he had last semester to lead Team Yellow to victory.

The Marketing Director did not see any changes in Terry throughout the semester. For the most part the Marketing Director believes that his leadership style very much mimicked his personality. Therefore, he was not about to change his behavior just because of one semester in Laws, Hall & Associates. The Marketing Director thinks that he tried a few times to step back a little and give up some of his control, but he failed because he did not feel comfortable with it.

Terry’s biggest motivational technique was reminding Team Yellow that they were going to be victorious. Losing was not an option with Terry and he would not allow his team to entertain the idea of losing either. He emphasized the importance of catering the campaign to what Hallmark Flowers was looking for. In the Marketing Director’s opinion, Terry did not have to do much inspiring because students participated in the program because they wanted to, not because it was a requirement.

The Marketing Director understood Terry better than other students did. Because the Marketing Director worked with Terry behind the scenes, she understood the stress that Terry was under and his reasons for leading the team in such a forceful, dictator like way. Because many of the other students did not recognize Terry’s amount of work, they began to resent him as a leader. This resentment was overlooked toward the end of the semester because
everyone knew how much work had been put into the final product and was so proud of the campaign that they had created.

**Relationships**

Each week the directors and Account Executive had separate meetings from the rest of the team. They discussed aspects of the campaign that they liked as well as portions that they believed needed some changes. These meetings promoted open communication between all of them as well as building relationships. The Marketing Director states that they became pretty good friends as a result of these meetings. Consequently, passing on the baton to the Producer was easy for the Marketing Director. She remembers the relief that she felt that her portion of the campaign was finished.

The Producer also took a behind the scenes role because Terry took over her role as well. However, because Terry did not know much about video production the Producer had the opportunity to take lead at some points. The Marketing Director remembers the Art Director being shyer in front of the class and was not able to give a great amount of feedback to the class because of the specialization of their field.

**Decision Making and Time Management**

The Marketing Director explains that most of the time the team was on the same wavelength and therefore the majority made decisions. But when things were split, voting was employed.

When decisions were made that were not similar of Terry’s wants, he would almost lecture the team on the benefits of his idea over the other idea. In the beginning the Marketing Director admits that much of the campaign consisted of Terry’s ideas without a lot of input from the rest of the team. But as the semester progress, the Marketing Director and
others on her team learned how to stand up to Terry and get their ideas implemented. The Marketing Director says that it was because of a few team members’ strong personalities that the team’s ideas were used and validated. Without their presence, the Marketing Director admits that the entire campaign would have consisted of all of Terry’s ideas. He got mad when these individuals stood up to him, but he dealt with it and moved on.

The Marketing Director says that these differences in opinions and power struggles were probably the biggest team conflict that Team Yellow faced. Many of these conflicts arose around the Creative Freeze because the team was split on what direction the campaign should take.

Time management was pretty good on Team Yellow according to the Marketing Director. Every Sunday the entire team had a meeting to touch base on what has been completed as well as what needs to be done. Terry gave assignments, much like homework, to individuals that were due each week. The Marketing Director states that these meetings helped Team Yellow tremendously by keeping them on track as well as fostering open communication lines between all the disciplines. The Marketing Director attributes a lot of their success in this area to Terry, his organization, and his demands that things be done on certain dates.

**Team Building**

Team Yellow did not perform the traditional ice-breaking activities to get to know each other. They essentially just jumped right into the project. The Marketing Director remembers Tim Greenlee, Professor of Marketing, handing out essentially an assignment sheet that dealt with secondary research each team had to complete. Secondary research is outside research done on the company and industry through trade publications, websites,
articles, etc. The Marketing Director and Terry assigned interdisciplinary teams to work on parts of the assignment. This was their first real interaction with each other and the Marketing Director thinks that it was advantageous to have people of different disciplines working together from the start.

In the beginning of the project, the Marketing Director remembers that students tended to associate mostly with their friends and form small cliques as a result. She does not believe that this hindered the team in any way and even states that it aided in people getting to know each other better. It hurt the social atmosphere of the team a little because students mostly hung out with those that they previously knew. In the end when the team could see the final product, there was a much higher feeling of team unity. They were proud of what they had produced and knew that every single one of them had a part in it.

**Teams Blue and Red**

Team Yellow as a whole became very competitive with the other two teams and the Marketing Director thinks that this stemmed from Terry’s outlook and personality. He is very competitive in everything that he does. Each class period, Terry began it by asking if anyone had any new reports on the other two teams.

The overall impressions of the other teams grew out of what they knew about the teams’ Account Executives and their personalities and leadership styles. They viewed Team Red as off the wall and out of the ordinary in everything that they did. Team Blue was their competition in their minds, but Team Yellow believed that they had more data and research to back up their campaign.
Hindsight is 20/20

The Marketing Director thinks that Team Yellow could have done a much better job of dealing with Terry’s leadership style. She wishes that they would have communicated more openly with Terry and voiced their problems and concerns with him rather than talking behind his back. Additionally, the Marketing Director believes that she could have alleviated the problem by explaining to the team what Terry was going through and exactly how much work he had on his plate at the time. She infers that if the team had understood Terry as a person, they would have been more accepting of him and his way of managing the team.
Producer, Team Yellow

Account Executive

From the beginning, it was obvious to the Producer and the rest of Team Yellow that Terry had a very forceful leadership style. They often compared his techniques to a bulldozer; he was going to get done what he needed to get done one way or another. Terry’s biggest priority was to win and he was one hundred percent confident that Team Yellow would be victorious. Team Yellow’s classroom was set up in a lecture format and Terry used this to his advantage. During class, Terry literally stood in front of the room and lectured to the first two rows of seats filled with students on his team.

Terry’s style of leadership greatly affected how the producer and the other two directors led because they felt that they had to react to him rather than work with him. Terry took much more control over the Producer and Marketing Director’s role because he had the expertise to support him. The Producer felt that Terry thought that he was just as qualified, if not more qualified, to perform their duties for them. Terry left t Art Director alone because he was not as knowledgeable in this area.

The Producer tried to adjust to Terry’s way of operating while still maintaining things that were important to her. It was a constant compromise and the Producer found herself picking which battles to fight a lot of the time. The positive result of Terry’s harsh leadership style was a high amount of team unity and little conflict amongst the team. The team had a common dislike of Terry’s leadership style and this kept their minds away from fighting with each other. This unity also facilitated the passing of the baton between disciplines. There were not any clear lines between the three groups. There were not any
cliques formed throughout the semester either. Classroom seating was intermixed between disciplines and groups of people.

At first, Terry and the team tried to make decisions diplomatically by voting. If Terry’s idea did not receive the majority’s vote, he started to convince the team of his viewpoint. He made it very clear which idea or direction he agreed with by giving plenty of supporting evidence in his favor while also negating the other idea. As undemocratic this method was, the Producer admits that this greatly helped the team stay on track because they did not have the option of changing their minds at the last minute. Once a decision was made, Terry would not entertain any questions or opposing evidence against it.

**Motivation and Team Building**

Terry used force rather than motivation to accomplish things. The Producer viewed Terry as more of a teacher giving his students assignments and deadlines. This resulted in a lack of motivation because his actions became negative reinforcement. The Producer remembers times when committees had worked hard to accomplish a task just to have Terry change all of their work. Students quickly began questioning why they should produce the work at all if it was just going to be redone by Terry. Students did not have the feeling that their input was being validated.

The primary complaint that students on Team Yellow had was the lack of social activities. They tried to have dinner together one time but it turned into a business meeting. The Producer then realized that Terry has a difficult time separating work and play. The fact that they team did not plan any additional social activities is a clear demonstration that Team Yellow for the most part followed Terry’s lead. Even though they knew that he did not enjoy
those types of activities they still could have planned some for themselves. Instead they were complacent and did not have the initiative to do something without her lead.

**Team Conflicts**

The conflicts within Team Yellow stemmed from the team’s problem with Terry’s leadership style. The team knew that he had the best intentions for the team to win, but his attitude was abrasive to them. The Producer remembers one disagreement in particular during the shooting of their video. They had a difference in opinions on how to shoot a scene. The Producer, having the support of the communication students as well as the support of the professional videographer, finally put her foot down and told Terry that they were going to shoot it her way. The next day Terry impressed the Producer by apologizing for his behavior. The Producer was impressed that Terry never held a grudge. The Producer could see that Terry knew himself well, knew the repercussions of his actions, but also did not want to change. The Producer and Terry also differed in the way that they viewed adults. For example, the Producer viewed the videographer as a professional and did not argue with his opinion while Terry viewed him as his peer and was not afraid to stand up to him. Terry viewed the professors in the same way and took their advice as a set of subjective opinions rather than a set of expert viewpoints.

The last three to four weeks, the Producer noticed calmness about the team as they began to back off of Terry and accept his leadership style for what it was. By the end, students were very pleased with what they had produced and knew that Terry was instrumental in making it all happen. The team did not feel like they could have done any better without her control.
The Producer states that without Terry, Team Yellow would not have won. After this experience, the Producer has come to the conclusion that an effective Account Executive is disliked. If the Producer could start over again, she would have made more of an effort to understand where Terry was coming from as well as try to facilitate more of an open dialog between the two of them. The Producer would have also liked to see herself stand up to Terry and let him know that she is responsible and can accomplish the goals set in front of her.

**Teams Red and Blue**

Throughout the semester, Team Yellow was more curious about the team dynamics and personalities of the other two teams rather than the actual business that they were conducting. The Producer views Team Red as being very social and united as friends, while she views Team Blue’s relationships with each other as rocky and unstable. Team Yellow did not have social relationships, good or bad, with each other.
Art Director, Team Yellow

The Art Director makes a great point early on in the interview that one of the main purposes of Laws, Hall & Associates is to make other disciplines understand and respect what their peers do and have studied about for four years at Miami University. She feels that designers get overlooked in that students do not take the time to understand what it takes to be creative and produce creative pieces. The Art Director was pleased with her team and believes that by the end everyone respected each other a lot and had a good understanding of the work that each other produces.

Account Executive

The first thing that the Art Director notes is how the layout the room affected Terry’s leadership. It was a classroom set up for a lecture type of class and Terry, Team Yellow’s Account Executive, stood up there and acted more like a teacher than a leader. Additionally, Terry had an agenda, similar to a lesson plan that a teacher might have, for each meeting and called on directors and students to make sure that they were involved and on task. Part of the reason that the Art Director thinks that Terry wanted to be involved in every aspect of the campaign was so that he could ensure that it was cohesive.

The Art Director notes that the team had to force Terry to listen to them numerous times throughout the semester. For a large portion of the semester, the Art Director refers to it as “The Terry Show.” In a way she says it was favorable that Terry was strict on deadlines because it got the job done. The Art Director also fears that without that type of leadership, the team may have been more apt to run around in circles and not make decisions. On the other hand, Terry made it very clear what her opinion was and if decisions were made contrary to her thoughts, she pushed her ideas harder. However, the Art Director adds that if
the entire team were in consensus opposed to Terry, she would go along with the team. But not without making his feelings and emotions very known. But never did Terry force Team Yellow to do something they did not want to do.

The Art Director and Terry’s relationship contained a lot of conflict and resistance. This was mainly caused by the fact that they both are very strong willed people. The Art Director also notes the common misperception that people have about designers, the work they produce and what it takes to be creative and how difficult it is to deal with people who do not understand. The Art Director often stood up to Terry if she felt as though Terry’s controlling leadership style was inhibiting the creative process. The Art Director viewed this as business and says that neither she nor Terry ever put campaign issues on a personal level. The rest of the team probably thought that they were in conflict a lot but in reality Terry and the Art Director both understood each other and that their disagreements were not at all personal, but only concerned business issues.

The Art Director likes Terry a lot and thinks that the team needed someone with her type of leadership style. The Art Director appreciated his honestly and his ability to apologize when he knew he was out of line. The Art Director considers Terry’s interests to be for the team rather than to make him look good. She thinks that Terry drives for success in everything that he does and as a result wanted to win both for himself and the team, not just himself. Terry did attempt to take a lot of the Art Director’s responsibilities away from her but she did not let him. Terry realized that he was not educated in the area of design and therefore could not speak too much about it.

However, Terry was able to take power away from both the Marketing Director and the Producer, mainly because of her double major in both of these disciplines. In the Art
Director’s opinion, Terry acted more like the Marketing Director than the actual director did. The Marketing Director allowed her to take control and Terry ran with this control. The Producer acted more like the Art Director and stood up to Terry’s controlling behavior. The Art Director witnessed the Producer pick her battles with Terry, speaking up when it was worth it and letting things go when it was not worth it. The Art Director also believes that the teachers purposely placed her and the Producer on Terry’s team because they knew they were capable of standing up to him.

From the Art Director’s point of view, the team as a whole was separated by who liked Terry and who disliked him. Nobody disliked him as a person, but there was a group of students who became very frustrated with his controlling disposition and need to take responsibility for everything. Furthermore, they felt as if they were not doing anything and the work that they did produce was going to be changed once Terry got his hands on it anyway. Terry did delegate responsibilities to students, but once the work was finished, he usually changed a majority of it. Basically, he did not trust anyone to do work as well as he could and therefore felt the need to redo a lot of things. This resulted in laziness. Students did the work they were assigned, but did not put one hundred percent of their effort into it because they knew that Terry would end up changing it in the end. Students on Team Yellow were self-motivated for the most part. However, as the semester progressed and students began to see Terry checking over all the work and changing ideas and content, students lost motivation.

The team as a whole came to an understanding of the way Terry was and realized that the best way to manage him was by picking their battles. On important issues, someone on the team voiced their opinion and pushed the team’s ideas over Terry’s. But on minor
subjects, things were overlooked. The Art Director states that by the end the majority of the team realized that his style was too forceful, but appreciated that it got the job done. The fact that Team Yellow won also allowed students to be more grateful of Terry’s leadership. The Art Director thinks that if they had not won, more resentment would still be present and not as much credit would have been given to Terry.

**Team Conflicts**

The Art Director views the team as two separate entities: Terry as an individual and the rest of the team. She cannot recall very many conflicts within the team and thinks that most disagreements stemmed from students’ dislike of Terry’s method of leadership. Resolving these disparities involved a lot of compromises and the Art Director thinks that this is probably true with any team; there will be conflict followed by compromise.

**Decision Making and Time Management**

Decisions were for the most part made by voting. Team Yellow was run pretty democratically, but Terry and other students swayed it. Again, if the outcome of the vote were incongruent with Terry’s opinion, he would make it known to the team and try and persuade them. Many students quickly gave in to what he wanted to do, but others like the Art Director stood up to him. The Art Director remembers times when Team Yellow presented ideas to the professors and Terry clearly made her idea seem a lot more superior than others’ ideas by skewing facts. However, in Terry’s defense the Art Director simply attributes this behavior to the bias that he had for his own idea and did not intentionally try to put the other options in a bad light.

The Art Director states that the nature of the program and the schedule the program is on makes it difficult to give equal time to each discipline. Although Terry was always on top
of all deadlines, things still became crunched in the end. The Art Director remembers experiencing this problem with the Laws, Hall & Associates campaign she participated in over the summer in London, England. Marketing comes first and the students take their time to make it perfect, which is right. Then the communication and graphic design students are handed the campaign with much less time to produce quality work because deadlines are fast approaching. The Art Director tried to prevent this situation because she knew that it was going to occur, but she found that it was unavoidable. The graphic design students did not do much for the first eight weeks and that left them swamped with work for the last few weeks.

**Team Building**

Team Yellow had one dinner in the very beginning of the semester, but other than that the team as a unit did not partake in many social activities together. There was a group of students that included the Art Director who wanted to get the team to go out together, but they Terry never showed interest. Her lack of interest had the effect of other students wishing not to participate either. Again, the team separated by who wanted to participate in social activities and those that did not. Finally in the end after all the work was finished and Hallmark Flowers had announced Team Yellow as the winner, the entire team went out to a restaurant together to celebrate.

The Art Director remembers her team forming cliques early on with those that people previously knew each other. She does not believe that this hindered the team at all because they did not seclude themselves from the team at all. If there was segregation that existed at all, it was a result of the difference between those that did a lot of work and those that did not. The Art Director says that it is important to note that the reason that some did not complete a lot of work was not because they were slackers; it was either because they did not
have any responsibilities or because they viewed their work as insignificant since Terry changed it all after it was out of their hands.

**Teams Red and Blue**

Team Yellow did not focus on the other two teams a lot in the Art Director’s opinion. They viewed Team Red as the party team, mostly because of the personality of their Account Executive, Jamie. Team Yellow viewed themselves as the “go-getter” team, very much focused on the business side of Laws, Hall & Associates. Lastly Team Blue was perceived as the team somewhere in the middle of those two extremes. But despite insignificant gossip that went around about the other two teams and the directions they were going, Team Yellow was overall inwardly focused.
Findings and Conclusions, Team Yellow

Level 5 Leadership

I would consider Terry a Level 4 leader, namely an “Effective Leader” who “catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards” (20).

After interviewing Terry and other key members of his team, I have come the conclusion that Terry, although very controlling, was acting that way to serve the best interests of the team, rather than for himself. Although there are many other problems that come with being so forceful, I think that his first goal was to bring the team to victory. He spent a lot of his time working on Laws, Hall & Associates and dedicated himself to leading the team. As Collin states, “Indeed, they are incredibly ambitious—*but their ambition is first and foremost for the institution, not themselves*” (21). I think that Terry held up this aspect of a Level 5 leader effectively.

I think that Terry could have practiced a little more humility. Although he did do whatever it took to make his institution successful, it was exactly that – him doing all the work. This resulted in him using the word *I* often, and understandably so, he *was* Team Yellow’s campaign. The Producer explained to me that Team Yellow often compared his techniques to a bulldozer; he was going to get done what he needed to get done one way or another.

Terry does succeed in looking out the window when Team Yellow achieved success, and blames himself for many of their problems. One of Terry’s biggest strengths is that he is honest with himself and knows himself well. In the interview, Terry made it clear to me that
he is not perfect and that his leadership style isn’t either. He realizes that he is overbearing, understands some of the negative consequences that can have on a team, but is not willing to change. He acts according to his personality; driven, intense, and controlling. Nevertheless, his brutal honestly correlates in some way to “confronting the brutal facts.”

**Confront the Brutal Facts (Yet Never Lose Faith)**

In Terry’s honesty about himself, the welfare of the team, and the effect that his actions as well as outside influences had on Team Yellow, he came especially close to accomplishing Collins’ idea of the Stockdale Paradox; confronting the brutal facts while still remaining positive about the outcome of the situation or company.

Terry’s biggest motivational technique was reminding Team Yellow that they were going to be victorious. Losing was not an option with Terry and he would not allow his team to entertain the idea of losing either. He never lost sight of this and had faith that they would prevail. As I have mentioned, Terry continuously reflected on the status of the team and what internal and external factors were affecting its success. He knew that his leadership style had a large effect on Team Yellow, but knows that it was not all negative. He appreciates the fact that the team became united against him and against his way of operating.

**A Culture of Discipline**

Terry failed to foster a culture of discipline because he was too worried that if he gave away power and allowed his team to act autonomously, things would not turn out perfectly. He tends to be a control freak, wanting to hold on to things and perform every task himself. Because of those traits, he found himself constantly prying into groups making sure that things were getting done and putting his two cents into all decisions. He structured things
right from the beginning by setting deadlines and making people accountable for work they were assigned. However, he did not let them prove their discipline or quality of work because he changed most work once the students turned it into him. This resulted in a lack of motivation because his actions became negative reinforcement. Students quickly began questioning why they should produce the work at all if it was just going to be redone by Terry. There was little, if any, autonomy within Team Yellow, a fundamental factor that lead to a culture of discipline. The Producer tells me that Terry used force rather than motivation to accomplish things.

When decisions were made that were not similar to Terry’s wants, he would almost lecture the team on the benefits of his idea over the other idea. Again, he did not trust the opinion of the rest of the team and did not believe in ideas unless they were his own, or at least parallel to his.

Charismatic leaders can sometimes find themselves to be the primary reality that employees in the company worry about rather than the outside reality that is more important. Employees fear these leaders and are constantly concerned with making decisions that would please the leader. Terry’s style of leadership greatly affected how the producer and the other two directors led because they felt that they had to react to him rather than work with him. The team as a whole came to an understanding of the way Terry was and realized that the best way to manage him was by picking their battles. Again these two points further show that the team had little freedom and responsibility.

Although Team Yellow was victorious, I think that had Terry given away more responsibility and true autonomy, his Team would have been happier and more involved in the campaign. The culture of discipline that Terry created was one of resentment and fear
that the students’ ideas would not pass Terry’s judgment. The semester became more of a battle between the team and Terry, rather than a unified team effort to produce the best possible campaign.
VII. TEAM BLUE INTERVIEWS

Account Executive, Chris

Chris states that he did not understand what his role was supposed to be or what the structure of things was going to be at the time that he was awarded the position of Account Executive. He admits that he did not know really anything about Laws, Hall & Associates. When everyone got back to school in the fall, the three Account Executives met with the professors of each discipline and it was there that Chris received feedback on what the role the Account Executive should take on. The professors basically told them that their main job was to act like a mediator, organizing ideas and managing team members. They further explained that it was not going to be the Account Executive’s campaign, that in reality they had the ultimate authority and could lead their team as they wished, but acting as a facilitator was the professors suggested role. Once Chris received his team, he learned that two of his team members had participated in Laws, Hall & Associates in London, England. He met with them to discuss what each of them thought his role should be and what they had seen in the past campaigns they participated in. From all of this input, he concluded that he should act as a mediator more than anything else.

Chris does feel like his leadership style changed throughout the semester depending on the situation the team was in. When deadlines were approaching and things became stressful, he remembers being frustrated and drawing a line by making decisions for the team. Chris admits that he made a lot of mistakes, but one that sticks out in his mind is that he did not exercise his authority as Account Executive as much as he should have. Team Blue was indecisive throughout the entire semester and changed their minds a lot. One cause of that
problem in Chris’s opinion was his lack of acting as an authority figure to them. But it was a conscious decision; he wanted the campaign to be the team’s, not his.

Chris remembers many times when a decision was made in class and he assumed that everyone agreed with it just to come home to ten emails from various students that were unsure of the direction of the campaign or the decision made that day. Chris became very frustrated with this behavior and did not understand why students were not speaking up in class. Instead of sticking by the decision and telling those students that the spoke too late, he would entertain the issue in the next class and the cycle continued.

After conflicts began to arise and time was running out, Chris knew that it would be in the teams’ best interest if he started to make decisions for the team. However, he decided not to begin that type of behavior. He had started leading the team as a facilitator and did not think it was right to change his ways and lead like a dictator for the rest of the semester. He promised himself that he would remain as constant as possible and work through issues as they arose.

**Team Building**

Team Blue appointed two social directors at the start of the semester, but these roles did not last throughout the semester. Team Blue did several activities together, such as dinners, in the beginning so that they were not always in a working situation together. Chris thinks that once the work began to pile up, students had less time to give to social events. Furthermore, when conflicts began to occur, students no longer wanted to spend additional time outside of the classroom together. Chris recalls that there were lots of students with diverse lifestyles that added to the challenge of working together as well as being social together.
Chris also admits that he has a set outlook on what type of relationship one should have with their co-workers in a business setting. He believes that developing a relationship with them can be positive, but also thinks that there is a fine line between how good of friends you should be and how much personal information you are aware of. He thinks that the college setting that Laws, Hall & Associates is in makes it difficult to uphold that line because everyone is a college student and hangs out at the same places and has, for the most part, the same agenda. He confesses that the line between himself and the Marketing Director was especially hard because of their previous friendship.

There were cliques formed on Team Blue according to discipline. Chris states that this is only natural because these are the people that you have class with and see on campus the most. At first, he thinks that the cliques were beneficial in achieving team unity because it made people more comfortable with each other. But when conflicts came about, these cliques hindered the team because people turned to their friends to vent about issues instead of approaching the student of group of students they had a problem with.

**Team Conflicts**

The core of Team Blue’s conflicts was miscommunication. Chris became frustrated when large conflicts were occurring because he felt that he gave all the students more than enough opportunities to speak their minds and voice their opinions about decisions and the direction that the campaign was moving. On the day of the Creative Freeze, Professor Kleiman addressed Team Blue about the segregation within our team. After the professors left, all of the members of Team Blue had the chance to speak about their concerns. Chris remembers the communication students in particular complaining that they did not feel as though they were an integral part of Team Blue. They also believed that the rest of the team
was not hearing their opinions and ideas. This made Chris pretty angry because he knew that Team Blue changed their minds on every issue, validating the fact that everyone had a say. Additionally, he knew that his actions were not at all similar to those of a dictator, further emphasizing the point that the team had all control. Chris thinks that he “vent” session that occurred was helpful because students better understood where others were coming from. He also thinks that people were more willing to help one another out with work.

Chris also believes that conflicts occurred because some members of the team brought their emotions into the campaign. This was tough especially because Chris has the opposite personality; he tends to leave emotion out of everything. As an Account Executive who took this project as something that needed to be completed, trying to lead students who were taking all decisions and all parts of the campaign personally was very demanding.

Chris remembers many individuals who wanted to see their personal work on the chalkboard or in the final campaign book. At the end of the semester, they wanted to have a product in their hand that contained pieces of the puzzle that they could put their name on. According to Chris, it was a selfish outlook and one that was opposite to his. Everything accomplished was a team effort because all that were present in the team room influenced ideas. Any creative idea one has is spun off of another’s previous idea. In all reality, he explains that ideas do not have an owner. He viewed the entire semester as a team effort and tried to avoid singling people out as individuals.

Additionally, Chris thinks that once disagreements occurred, they were fed by some of the directors. It was easier for them to discuss issues outside of the classroom when others were not around than confronting students inside the classroom. Chris would have much rather people resolve the issues during class and being upfront about how they felt and what
they wanted to be changed. Because things were not handled in this way, issues grew and became much bigger deals because they were not resolved quickly.

Chris also attributes the indecisiveness of the team to the fact that there was no right answer. A lot of the members on Team Blue had an analytical mind and were not satisfied with simply “going with” an idea without proper research and data to support it.

Additionally, he spoke about how the students on his team were accustomed to working with other students in their major or school of discipline. It is a challenge to be open-minded and understand the different mindsets that go along with various disciplines. Chris admits that he struggled as well because being a marketing major, he could more easily relate to those students from the business school. Although this created disputes within the team, Chris thinks that being exposed to different types of people is one of the most rewarding and valuable parts of Laws, Hall & Associates.

**Passing off the baton**

Chris does not remember Team Blue as having any transition between the three disciplines. For the most part, he believes that everyone work on all of the parts together, with little separation. In the beginning of the semester when market research was being conducted, Chris made sure to get everyone involved in conducting interviews. She thinks that issues arose when the communication students began their portion of the project and wanted to run with it. When the marketing and graphic design students tried to give the communication students input from two different perspectives to make sure that the video production was in line with the campaign, they became resentful of our involvement. The different areas of the campaign were not very segmented and Chris does not know if this was a good thing or a bad thing.
Relationships

Chris and the Marketing Director had previously known each other and also had mutual friends. Because of this, it was difficult for Chris to have authority over the Marketing Director because they were friends and were in the same social group. Chris did not want to be a dictator to the Marketing Director because he feared it would affect the friendship. Looking back, he regards that as a mistake but tells me that what makes leading a team in Laws, Hall & Associates so difficult is that everyone are peers. Chris describes the Marketing Director’s leadership ability as mediocre. He remembers the Marketing Director taking a back seat on a lot of things that were not specifically assigned. The Marketing Director did all the work that Chris assigned, but did not take very much initiative as a director on Team Blue. The Marketing Director was a better worker than a director and took even less lead than some of the regular marketing students. Chris explains that luckily there were marketing students that recognized the need for guidance, stepped up and together took that role. Erasing all titles, Chris would consider those students to be more of a marketing director than the actual individual assigned to this position by the professors.

The Producer led the communication students very well and established relationships with them very well. Chris states that the majority of the team conflict stemmed from the Producer and communication students. Chris saw the Producer bring emotion into the campaign and taking things personally, which clashed with Chris’s attitude. Chris thinks that their different personalities played a significant role in the problems. Chris describes himself as tough and assertive while the Producer was the opposite. Despite these discrepancies, Chris was always impressed with the Producer’s organization and finished product.
The Art Director was a great leader with initiative. The Art Director also took direction very well and always had high quality work completed on deadline. The Art Director and the other two graphic design students were very hardworking and ready to complete with work with fast approaching deadlines. The Art Director was present at all meetings regardless of the topic of discussion (marketing, communication, or art), and was willing to put effort into all parts of the campaign. The Art Director truly acted like a core member of the executive team (Account Executive and Directors).

**Decision Making and Time Management**

Chris’s objective whenever decisions need to be made was to get all of the ideas out and on the chalkboard, discuss them and then vote on which one was the best. Again, he cannot remember a time when he solely made the decision for the team. Many of the choices that the team made was not in line with what Chris wanted to see, but he let his opinions go and went with the majority.

**Teams Red and Yellow**

Team Blue definitely paid attention to the other two teams and their progress. It is a natural reaction because Laws, Hall & Associates is a competition. Chris states that unfortunately he thinks that talking about Teams Red and Yellow aided in team unity for his team. Chris could see the different leadership styles of the other two Account Executives and the effect that it had on their teams.

**Hindsight is 20/20**

Chris wishes that he had practiced more authority. When he was in front of the team, he was laid back and tried to keep things light and social throughout the semester. He aimed to be on the same level as his students because he did not want to be a dictator. But he thinks
that had he employed more of his power the conflicts and indecisiveness would have been reduced.
Producer, Team Blue

Account Executive

The Producer thinks that Chris was overall a very good leader. When decisions were made, he definitely let the team know his opinion and the direction he thought the team should go. However, if the team agreed on a different idea than his, Chris went along with the team. These are both attributes of a good leader according to the Producer.

There were definite times when he stood up when he needed to and delegated responsibilities to get things done on deadline. The Producer adds that he was always fair in assigning the work. Other times, however Chris stuck his nose where it did not belong in the Producer’s opinion. When things are going wrong, that type of reaction is probably natural for a lot of people because they think that by intervening, the situation will be fixed. The Account Executive also made an effort throughout the semester to stay on task and not procrastinate.

There were times later in the semester when Team Blue needed motivation and Chris provided that. He motivated mostly by giving the team the end goal to visualize so that they could sense a feeling of accomplishment coming. He never bribed them or begged them.

Team Building

The Producer remembers students on Team Blue having a lot of fun in the beginning of the semester. Filming the Essence video was perhaps the biggest team building activity because everyone was involved and it was an all day, fun affair. The Producer remembers even meetings being very social in the beginning of the semester, and it was not until the stress set in that the environment became edgy. But the Producer does not recall many
scheduled times set aside for team building, and looking back wishes that Team Blue would have concentrated more on accomplishing this. The Producer thinks that if they had been more united in the beginning of the semester before it was necessary to break off as disciplines, fewer problems would have occurred.

**Decision Making and Time Management**

In the Producer’s opinion, there were a lot of decisions that were made by individuals who then dictated the choice to the team. The team as a whole made other decisions. Additionally, there were several decisions made by the team but then switched by a student or group of students that wanted something different. Basically, the way things were chosen was influenced by the timing of the decision as well as what discipline was in charge at the time.

Team Blue’s inconsistent way of operating lead to a lot of conflicts. The Producer might leave a meeting thinking that the team decided on a direction or target market only to return the next time to find out that everything had been altered. The Producer never knew why the changes were made, nor did the Producer think this was fair. Essentially, the Producer never knew what was going to happen.

Team Blue definitely left things to the last minute and never really mastered time management. However, the Producer thinks that procrastinating actually helped the team because it forced students to make a decision and stick with it. When Team Blue started things early, it usually resulted in many cycles of making a decision, changing it, gathering more information to make another next decision and so on.

**Team Conflicts**
Team Blue split up a lot to accomplish tasks. The Producer posits that this was because the team did not trust each other as much as they should have. Because of the division, disciplines were constantly second guessing each other, which led directly to disagreements and conflicts. Bitterness resulted and festered, and the situation grew worse.

Halfway through the semester, the problems got to a point where students were complaining to the professors and other students wanted to quit. The Producer remembers a turning point when Team Blue spent one entire class period venting to each other about how they felt instead of continuing to ignore the problems. For the most part, this resolved the dilemma. At minimum, it allowed students to understand where their peers were coming from and how they felt. The Producer thinks that everyone still felt a little bit of resentment towards one another, but realized as a team that they needed to work together to complete the final product.

Diverse personalities are something that the Producer points at as a cause for team conflicts. The Producer recognizes that this was not something unique to Team Blue. Some students were not pulling their own weight on the team, which caused others to have to work twice as hard. Along the same lines, the Producer also thinks that there were individuals who tried to take on too much and have too much control.

The Producer was aware that many of the students on Team Blue knew each other from outside activities or previous experiences. The Producer thinks these existing relationships helped the team at first because it made students more comfortable with the environment. But once cliques started to establish, divisions were formed within the team, which eventually hindered Team Blue’s performance.

Relationships
The Producer did not talk to the Marketing Director at all throughout the semester. In the Producer’s opinion, the Marketing Director did not do that much throughout the semester in terms of leadership or labor. The Producer did have a lot of contact with the Art Director and was very impressed with their compatibility as well as the Art Producer’s hard work and willingness to take on more work.

The Producer thinks that Team Blue had a lot of difficulty in passing the baton between disciplines. The Producer thinks that certain students became accustomed to being in charge and it was difficult for them to put the project in other hands but their own. In addition, things were not completely finished when it was time to pass the campaign on. It made it difficult to have a smooth transition when so many unanswered questions remained.
Art Director, Team Blue

Account Executive

The Art Director thinks that Chris did pretty well as a leader. Chris began the semester as a really laid back leader, mostly focusing on socializing and becoming friends with everyone. As deadlines approached, conflicts arose, and things became more stressful, Chris changed with the environment and was more intense and strict. The Art Director thinks that Chris could have been more direct and authoritarian from the beginning; more like the Account Executive from Team Red.

The Art Director believes that the team mimicked Chris’s relaxed, lenient personality and leadership style from the beginning. This explains the procrastination and indecisiveness that Team Blue encountered from start to finish. Because the team started so relaxed it was difficult for them to change and become stricter when Chris changed and demanded more from the team. The Art Director thinks that if Chris had introduced the semester as a more austere leader, the team may have been able to begin rigorous and slowing become more relaxed. But it did not work the other way around; the team did not react well when they were allowed to begin careless and asked to finish more disciplined.

Chris had to motivate certain groups more than others. The Art Director remembers many students being ready to work and up for the challenge, while others preferred to sit back and procrastinate.

Relationships

In the Art Director’s opinion, there was not much of a relationship between the Art Director and Chris. They never met separately from the team and this hurt both their
management ability and cohesiveness. The Art Director thinks that it would have benefited both the team and the leaders if the Account Executive and the three directors had meetings together even just once a week. It would have allowed the directors time to exchange ideas and ensure that they all envisioned the campaign going in the same direction.

Again the Art Director really did not have any contact with the Marketing Director and minimal communication with the Producer. The only reason that the Art Director and Producer developed more of a relationship is because they were both on the creative side of the campaign. The Art Director and Producer felt that they were battling the Account Executive and Marketing Director towards the middle and end of the semester.

The Art Director, Account Executive and Marketing Director were all pretty relaxed with their leadership style. The Producer was more uptight and intense about ideas and deadlines than the other three leaders on Team Blue.

**Team Conflicts**

The Art Director believes that team conflicts arose because it was the marketing students versus the creative students. The Art Director attributes the conflicts to the nature of the business-to-business charge and how it lends itself more to the marketing discipline. Rightly so, the Art Director states that the marketing students had more of a say in things because they were more familiar with the business world than the other students were. Unfortunately there was not much of a place for a commercial that is customarily included in Laws, Hall & Associates campaigns and the Art Director thinks that this was difficult for the communication students to appreciate.

Miscommunication was the foundation of all the problems in the Art Director’s point of view. The marketing students failed to concretely and succinctly direct the
communication and graphic design students on target market and what the marketing
students exactly wanted the creative pieces to say. The Art Director explains that the graphic
design students needed a distinct paragraph summarizing the results of the marketing portion
of the campaign. The vague direction that the marketing students gave did not aid in passing
on the baton.

The Art Director does not think that issues ever really got resolved. Instead, getting
tasks accomplished distracted people from the team issues and kept students busy. Team
Blue was able to complete an impressive final product and in that sense the Art Director
regards the team as successful.

**Decision Making and Time Management**

The fact that Team Blue had students that had previously formed cliques with each
other hindered the decision making process in the Art Director’s estimation. In the Art
Director’s point of view, the team made a decision but then those students who were good
friends beyond Laws, Hall & Associates talked about issues outside of the classroom and
changed decisions without the presence of the rest of the team. This irritated the rest of the
team and made them feel as if their ideas and input was not valid. Personally, the Art
Director found the whole situation to be pretty humorous and took all the quarrels in stride.
But other communication students did not have the same mentality about the circumstances
and the Art Director witnessed the development of resentment and bitterness.

**Team Building**

The Art Director attributes the day of shooting the Essence video as the biggest team
building activity. Other than that, there were not any concrete plans to get to know other
students on the team. The Art Director remembers hearing about all of the activities that
Team Red participated in to build team unity and believes that any team, especially Team Blue, would benefit from more of a focus on building relationships.
**Findings and Conclusions, Team Blue**

**Level 5 Leadership**

Chris was an Account Executive that wanted the best for the team and would work to please everyone on the team. Although he truly did want to do his best for the team, rather than for his own personal reputation, he did not employ enough authority to manage his team well. Instead he aimed to facilitate the team, letting the team control all decisions and behavior. With three different kinds of personalities in the team, the team capsized itself through disagreements, lack of communication and battles among each other.

As a Level 3 leader, a competent manager, Chris was more successful in organizing ideas and tasks than actually managing people and getting those tasks accomplished. According to Collins, a Competent Manager “organizes people and resources toward the effective and efficient pursuit of pre-determined objectives” (20). However, Chris displayed characteristics of a Level 5 leader as well. He was completely self-less in his leadership style, wanting the team to have complete control of the direction of the campaign. He also speaks highly of the students on his team and gives them credit for many of Team Blue’s major accomplishments.

One of Chris’s weaknesses is that he was not willing to do whatever it took to accomplish success for Team Blue. He was not able to step up and act more like a dictator to stop the students from forming the cliques that proved to be so detrimental to the team’s unity and success. Instead he let it occur until it got to the point of no return. He even allowed himself to play off of these divisions, openly admitting that he worked better with the marketing students, simply because of the nature of their mindset. Chris was not willing
to sacrifice friendships in order to effectively lead. In my interview with him, he stated that his friendship with the Marketing Director hindered him from being able to discipline or assign work to the Marketing Director. According to Collins, Chris probably should have foregone this friendship, in order to act as more unbiased leader. But Chris, like the other Account Executives, was faced with a difficult situation in which he had to lead a group of 19 peers, some of which were his friends.

As mentioned earlier, Chris points to his team when speaking about Team Blue’s accomplishments and successes. He recognizes the team’s hard work, especially the select few that pushed the team to go beyond expectations. He is also very honest in his shortcomings, namely his lack of authority and control over of the team in times of conflict. But he achieves Collins’ phenomenon of “Window and the Mirror” in its basic form.

**Confront the Brutal Facts (Yet Never Lose Faith)**

Chris might have internally confronted the brutal facts that Team Blue had little team unity, cliques were forming, and disciplines were battling each other for ideas. The rest of the team may have recognized these problems as well. But Chris did not voice his objection to the team’s behavior until it was too late; lines had already been drawn and damage had been done. Decision-making was done exclusive of the brutal facts. Collins writes that making certain that the brutal facts are included throughout the entire decision-making process was that differential behavior that the good-to-great companies shared.

The foundation of this problem for Team Blue was that the environment that the team had fostered was not one where the truth could be heard. Several students felt that their ideas were not valid or not as important as others’ ideas. Therefore, they began to go along with decisions rather than speak up about their opinions. This made them resentful of Chris as
well as other members of the team. Their outlet for this antipathy was each other, and it always occurred outside of the classroom.

Collins outlines four ways that one can create a climate where the truth will be heard. The first is by leading with questions, not answers. Chris did this very well, always in front of the team facilitating conversation rather than leading it. Chris never claimed that he knew the correct direction to take, subsequently he was always open to students’ ideas. The second way is to engage in dialogue and debate, not coercion. Team Blue did not engage in dialogue and debate as much as coercion. Many times one discipline agreed on an idea and spent the entire class period convincing the rest of the team of the validity of their plan. This problem became especially apparent later in the semester when individuals became submissive and no longer stood up for their ideas. Collins’ third way is by conducting autopsies, without blame. As things became complicated for Team Blue and stress set in, a lot of fingers were pointed towards people and things to place fault. This further hindered team unity and made students feel less comfortable in voicing their opinion for fear that they would be blamed if the suggestion did not work perfectly. The fourth way Collins suggests one can create a climate where truth will be heard is by building “red flag” mechanisms. Making information unable to be ignored is essential. Again, because of the fear of rejection, many students did not speak up and therefore some key information was disregarded.

Chris accomplished one part of the Stockdale Paradox by retaining a positive attitude that he will prevail in the end, regardless of difficulties. Although he and the team were not able to confront the brutal facts and include them in decision-making, Chris lead the team with a constant positive outlook.
It is clear that Team Blue took on the personality of Chris and his leadership style. They followed his laid back and relaxed behavior in the beginning of the semester and unfortunately could not shake it once things necessitated discipline and hard work. Unfortunately, without realizing, Chris helped to foster the divisions that occurred by his natural affinity to the marketing students. Team Blue also created divisions between those who wanted to work hard and those that did not. Chris did not push the students who lacked participation to become more active. Therefore, the team was carried by a select number of students.
VIII. RECOMMENDATIONS FOR FUTURE LAWS, HALL & ASSOCIATES

Based upon the qualitative research that I have conducted on the three teams that competed in the fall 2002 semester of Laws, Hall & Associates I have several recommendations for future Account Executives and students of the program. First, it is essential for the Account Executives to realize the profound effect that their leadership style and personality has on the team. Secondly, it is important to build team unity from the beginning of the semester so that bonds are made and students understand where one another are coming from before the stressful weeks set in. Thirdly, I believe in the idea of Level 5 leadership and that the qualities that Collins and his research team found in the leaders of the good-to-great companies can be transferred to Account Executives for Laws, Hall & Associates.

In all three teams that competed in the fall of 2002, both the Account Executives and members of the teams that I interviewed admitted that the team was drastically affected by the leader’s personality and leadership style. Team Red’s leader Jamie was very focused on both team building and delegating responsibilities to his team. He is a social person by nature and the team took on that characteristic as well. Team Red still spends time together as a team in the present. Students on Team Red do disclose that Jamie has a difficult time not talking about Laws, Hall & Associates when they do hang out. When Jamie delegated all of his responsibilities away and took his hiatus, the team was lost. Many members of the team followed Jamie’s lead and abandoned the team as well. When Jamie returned and demanded that he regain all of his authority, the team allowed him to believe that he had. They made decisions without him, while always making him feel as though he was in charge.
Team Yellow was also greatly affected by the blunt and controlling leadership style of Terry, the Account Executive. The Marketing Director took a submissive role and allowed Terry to run the marketing portion of the campaign. Many of the students went along with Terry’s plan and ideas simply because it took too much energy to battle with him. The team was focused, hard working, and unsocial; all characteristics of Terry as an individual. The team did little team building activities with each other simply because Terry did not initiate them, nor did he think they were necessary. Terry often swayed decisions and a lot of the campaign belonged to him. He overlooked all roles and responsibilities, never really allowing true autonomy for his students.

Along the same lines, Team Red took on an unmotivated and relaxed nature simply because Chris did not object. Team Red could sense Chris’ wish to become friends with everyone and be on the same playing field as them, never acting above them. This resulted in a team with little discipline and the freedom to change their minds and create partitions among the team. Chris, realizing it or not, chose sides. Subsequently, the team chose sides.

Building team unity seems to have a positive correlation with a team’s success. Team Red was probably the most successful in creating team unity and it fostered a conflict free environment, for the most part. Students enjoyed working together and had a good understanding of where each other were coming from. They appreciated each other and their points of view. But as much team harmony as Team Red was able to cultivate, they still had trouble with their account executive and the power that he needed to possess.

Team Yellow achieved team unity in an unconventional way. They did not get together outside of Laws, Hall & Associates in social settings like Team Red did. Instead, both the Account Executive Terry and the directors on his team admit that the team unity was
developed against Terry. The team was united against their leader and his management style. Nevertheless, it proved to be successful. The team experienced little conflict as a unit. Team Blue never achieved the level of team unity that was needed. They were very united as disciplines, but not as an entire unit. The disciplines did not trust each other and therefore second-guessed each other’s motives and ideas.

Some of the ideas that Jim Collins and his research team discovered are important to know about before embarking on a journey such as Laws, Hall & Associates. I believe in the idea of a Level 5 leader and think that forgoing self-interest in the pursuit of success for the team or company is critical. Leaders need to show humility while also striving for greatness in a fearless way. Being able to blame themselves for failure and point to others for success is what Collins calls “The Window and the Mirror.”

I think that all three of the teams could have benefited from confronting the brutal facts. Team Red could have confronted Jamie in a more productive and effective way rather than going around him to make decisions. Team Yellow should have challenged Terry more rather than acting submissive to him on all fronts. Team Blue should have admitted to the lack of team unity and been more forward in fostering relationships between disciplines rather than within disciplines.

As an overall recommendation, I think that one of the main points in Laws, Hall & Associates is to learn to work with others from different backgrounds, majors and mindsets. Although it is invaluable to have the experience working for a real world company and building a multi-media campaign from scratch, one must learn how to work as a team in order to produce outstanding campaigns. What one will take away from this experience is the most important aspect. And hopefully, in my opinion, what students will take away from
it is not how to conduct market research, concept testing or layout a print ad; but instead how to appreciate your teammates and work effectively as one unit striving for the same end goal.
IX. HOW MY FINDINGS BENEFIT ME

What I learned from my experience in Laws, Hall & Associates as well as from conducting my qualitative research and analyzing my findings is similar to the recommendations I have just provided. As a potential leader of a team or company in the future, I am more greatly aware of the impact that the leader’s actions, personality and leadership style have on the corporate culture. I now realize that the personality of leaders has about as much effect on the company as their intelligence does.

Knowing when to use authority as a leader takes experience and know-how. Majority rule is not always the answer to conflicts, nor is it always the best way to make a decision. Authoritarian rule is not either. In times of conflict, knowing when to ask for votes and when to solve the problem by a decision by the leader is crucial. Although I cannot even begin to declare that I have mastered this, I have made the first step by recognizing that leaders must be willing to change with their environment and the forces in it.

Being able to control the team through the right amount of authority is another skill that I think is important in leadership. It is important to not act too much as a dictator, forcing your opinion on others in the false belief that it is more important. I have learned that this type of behavior results in a lack of motivation from the team because they feel as though their work is not validated and their opinions will not be heard. Being able to support an environment where everyone’s ideas are heard directly correlates with having an environment where the truth can be heard. Honesty can be the start to a solution for many problems.
I also have learned the importance of open communication lines in all aspects of business. During my experience in Laws, Hall & Associates as a member of a team with internal conflicts, I noticed the conflicts but chose to ignore them. I thought that since the tasks of all three disciplines were so different, they were very removed from each other and therefore conflicts between the disciplines did not matter. I was dead wrong. It takes team unity to accomplish any task, small or large, successfully. Along with this idea of open communication comes open-mindedness. It is especially important when working on an advertising campaign to be open-minded about others on your team that may have different backgrounds or ways of thinking. Simply listening can be the answer to many disagreements.

Being self-less might be one of things I have discovered that will be the most difficult to master. In my opinion, everyone has self-interests but it takes a strong-willed and determined individual to put all personal reputations aside to perform the best for the greater good (the team or company). Even some self-interest such as friendship must be forgone in order to truly lead a team fairly. I have learned that drawing the line between business and pleasure is of utmost importance.

The lessons that I have learned from both my experience in Laws, Hall & Associates and the time I have put into reflection of the experience are invaluable. In analyzing three Account Executives with very different personalities and leadership styles, I have been able to observe the benefits and consequences to their actions. I have also learned more about myself and my tendencies, both positive and negative, in group settings. These are things that I will use for the rest of my life, both inside and outside of my professional career.
X. REFERENCES

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