North Park University
School of Business and Nonprofit Management
Syllabus: SBNM 5070 A4
Spring 2012-13 Quad A
6:30 – 9:50
Building High Performance Teams Course
North Park Campus

Course Objectives:
This course is based on the premise that today's business world increasingly depends upon collaboration for success. Teams are currently touted as the primary organizational unit in which the collaborative effort takes place. Students will investigate the arguments for and against teams and teamwork. Through exposure to theoretical knowledge and experiential learning technologies, the students will identify when teams are, and are not appropriate, as well as examine what is required to create a truly effective, high performing team.

Course Methodology:
Lectures will be brief and contextual. The primary learning will take place in teams through the use of group discussion and hands-on team exercises – in and outside of the classroom. The students will be expected to keep a journal in which they record reflections on readings, class exercises and experiences in their real work environments.

Instructors:
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Text & Supplements:
Katzenbach & Smith, *The Wisdom of Teams,* Harper Business 2006, ISBN-10:0060522003

Kayser, *Team Power,* Irwin 1994. ISBN#0-7863-0302-6 (The 2010 edition has just been released). ISBN for the 2010 edition is ISBN-**10:** 0071746749. Both are okay, but the 2010 edition will have more updated and relevant examples.

The Bush Fire Simulation & The Myers Briggs Personality Inventory (You will be assessed a fee for the use of each of these handouts.)

Recommended Reading:

Lencioni, *The Five Dysfunctions of a Team,* Jossey-Bass 2002, ISBN# 0-7879-6075-6

Grading will be based on the following:
Class Participation: 10%

Journal: 25% (4 % each for the first 5 journals, 5% for the final journal)
Paper – Development Plan: 20%
Team Project: 25%
Team Member Evaluation: 5%
Team Video Viewing and Analysis &Team Observation at a Real Team (at work or play): 10%

Written Assignments:

The Journal
Without adequate reflection real learning is cut short. Students will keep a journal in which they reflect on ***readings, classroom experiences and discussion, work on final team project and observation of course concepts in the work place***. An initial period for written reflection will be provided in the last five minutes of class each session. The journals will be turned in weekly through links in the weekly assignments folders. I would expect you to write 750-1000 words per week.

The Paper
Each student will write a paper, due one week after the last session, in which he or she analyzes their own ability to lead teams and puts together a plan for development in the area of team leadership. The following outline will be utilized.

1. Introduce yourself and the role you play in your organization.
2. What has been your experience with work groups and/or teams?
3. What is your perception of your current strengths with regard to teambuilding?
4. What is your perception of your current weaknesses with regard to teambuilding?
5. What have you learned in your reading, class sessions, and experiences with your team in this course, which you plan to utilize as you enhance your own capability to work with teams?
6. Articulate 3 development goals and lay out your plan for meeting those goals.
7. Summarize and close.

Papers should formatted according to APA guidelines and submitted through the link provided on Blackboard. **Proof your papers carefully**. We expect graduate level work and misspellings, poor grammar, and bad syntax can lower your grade. The length of each paper is to be between 8 and 10 pages.

The Team Project
Teams will be formed the first session of class. All class learning activities will occur within the teams. The final project is to be a report on something the team accomplished together outside class time. The report will include the goal of the project, the team roles played by the individuals on the team, a discussion on how the group progressed through the phases of team development, whether on not the group became a high performance team, the overall strategy used, and finally the

end result of the project. It is expected that the nature of the project will be dependent upon the accumulated talent and skill of the team. Some possible projects are listed below. The list is meant to generate ideas, not limit imagination, for the project. A one page project proposal is due Session 3, and the final project, and its presentation are due the last session of class.

1. An event prepared, and hosted by the team.
2. An art object designed, created and displayed by the team.
3. A video produced, directed and acted out by members of the team.
4. A research project, researched, written and presented by the team.

The Team Video Viewing (Any time after session 3)
Each team will view a movie and analyze the team dynamics. Schedule a time for your team to view the selected video together. Discuss and answer the following questions. Turn in notes from your team conversation in the link provided on blackboard – this is not a formal paper and does not require APA formatting.

- Was this about a team or a work group? If a team, was it a high performance team?
- If a team, how did they fit the definition of a team?
- What roles did the members play?
- How did different team members take leadership and when?
- How did they progress through the stages of team formation.
- Will they remain a team/group following the situation depicted in the movie? Why or why not?

The Team Outing Exercise (Any time after session 3)
Each team will choose an activity during which they will be able to observe and analyze a team at work…. such as a concert or sports event. Turn in notes from your team conversation in the link provided on blackboard – this is not a formal paper and does not require APA formatting

- Go together as a team.
- Analyze whether it is a team or work group.
- How well did they perform together?
- What roles did individual members play?
- Did leadership emerge, or was it designated?
- What lessons can be learned from this team/group?
- What lessons do they need to learn?

Course Outline

Week/Module #1: January 17

Building High Performance Teams - Formation

Student Learning Objectives:

By the completion of this week's module, students will have:

1) developed a basic understanding of course structure and requirements,
2) derived, through reading and stories shared with other students, working knowledge of the team concept.
3) practiced assembling teams

Required Readings:

1) Katzenbach and Smith, Chapters: Introduction and Part I: Chapters 1, 2, 3, & 4
2) Kayser, Chapter 1 & 2
3) Lessons in Teamwork from an Age Old Fable

Week/Module #2: January 24

JOURNAL 1 DUE

Formation – Building Trust and Identity

Student Learning Objectives
By the completion of this module, students will have:
1) determined the essential role of trust in team formation.
2) developed an initial concept of the emerging identity of their new team.
3) completed a task with their new team.

Required Readings:

1) Kayser, Chapters 3 & 4
2) DeGrosky, Teamwork Takes Trust http://www.wildfiremag.com/command/teamwork_takes_trust/index.html
3) Lencioni, Conquer Team Dysfunction http://www.tablegroup.com/books/dysfunctions/Conquer%20Team%20Dysfunction.pdf
4) Crampton, How to Restore Trust for Team Success http://www.evancarmichael.com/Work-Life/1865/How-To-Restore-Trust-For-Team-Work-Success.html

Other Good Resources (as you have time):

1) Patrick Lencioni on Trust

http://www.youtube.com/watch?v=gwj9bMLiV4E

2) Freeman, Instructional Strategies Designed to Develop Trust and Teambuilding Skills in School Leaders
http://cnx.org/content/m14092/1.1/

Week/Module #3: January 31

JOURNAL 2 DUE

Formation – Team Roles

Student Learning Objectives:
By the completion of this module, the students will have:

1) discussed the stages of team development
2) determined their Myers Briggs Personality Types and translated their personality types into their team roles.
3) identified the personality types of their team members.
4) assessed the team's ability to perform key roles and determined what to do when necessary team roles are not present in their teams

Required Readings:

1) Kayser 5 & 6.
View the slides: Stages of Team Development ?
http://www.horizonsmt.org/docs/Info%20For%20Communities/Leadership%20Plenty/FormStormNormPerform.pdf
2) Personality Pathways: Exploring Personality Type and Its Application
http://www.personalitypathways.com/type_inventory.html
3) Working out your team role
http://www.teamtechnology.co.uk/workingoutyourteamrole.htm and
http://www.teamtechnology.co.uk/workingoutyourteamrole2.htm

Required Self Assessments - Complete the following assessments:

1) Myers Briggs Personality Inventory (MBTI): Take Myers Briggs – will be handed out in class.

Score and read supporting documents.

Other Good Resources (as you have time):

1) Belbin's Team Roles
http://changingminds.org/explanations/preferences/belbin.htm
2) Assigning Team Roles
http://www.bnet.com/article/assigning-team-roles/64251

Week/Module #4: February 7

JOURNAL 3 DUE

Storming: The Team Performance Curve and Team Decision Making

Student Learning Objectives:
By completion of this module, students will have:

1) evaluated their team's performance using the performance curve.
2) articulated their team's mission
3) written team objectives and performance plan
4) participated in a team decision-making exercise and reached a consensus in a virtual team meeting.

Required Readings:

1) Katzenbach and Smith, Part 2: Chapters 5, 6 & 7
2) Kayser, Chapters 7 & 8

Required Self Assessments - Complete the following assessments:

Conflict Management Style – inventory found at
http://www.afc-ispi.org/Repository/Conflict-Management%20survey.pdf

Required Team Activity:

Survival Simulation – Posted in the Week 4 Team Wiki

Week/Module #5: February 14

JOURNAL 4 DUE

Norming: The Power of Shared Values and the Danger of Group Think

Student Learning Objectives
By completion of this module, student will have:
1) diagnosed their team's ability to improve upon the decision-making capability of individual team members.

2) Identified the symptoms of Group Think
3) Identified what leaders can do to reduce opportunities for Group Think to occur
4) Identified Rokeach Values, share with team members and analyze team differences
5) Identified norms critical to their team's success
6) met previously identified milestones to determine progress toward team objectives.

Required Readings:

1) Katzenbach and Smith, Chapters 8, 9, 10 & 11
2) Kayser, Chapter 9 & 10

3) View the slides, read the text and take the "booster shot" quizzes at http://www.psysr.org/about/pubs_resources/groupthink%20overview.htm

Required Self Assessments - Complete the following assessments:

Rokeach Values Survey
http://www.cbe.wwu.edu/kristityran/MGMT313/Rokeach%20Value%20Survey.DOC

Required Activity:
Identification of Team Norms

Other Good Resources (as you have time):

1. Manfred F. R. Kets de Vries. Leadership group coaching in action: The Zen of creating high performance teams. *Academy of Management Executive*. Feb2005, Vol. 19 Issue 1, p61, 16p **Use the same user name and password that you use to access blackboard to access this document.** https://www.northpark.edu/brandel-library/databases-and-online-resources/database-redirect.aspx?NPUlink=http://search.ebscohost.com/login.aspx?direct=true&db=bsh&AN=15841953&site=ehost-live

Week/Module #6: February 21

JOURNAL 5 DUE

Performing: Fulfilling the Team Mission

Student Learning Objectives:
By completion of this module, students will have:

1) evaluated progress toward the completion of the team mission
2) determined final steps toward project completion
3) viewed a film and held a team meeting to evaluate the film using concepts learned in class

Required Readings:

No Required Reading

Required Activity:

Film to be selected from list provided in assignments folder and viewed and discussed by team.

Week/Module #7: February 28

JOURNAL 6 DUE

Adjourning: Project Completion

Student Learning Objectives:
By completion of this module, students will have:

1) experienced the phases of team development and identified team roles
2) evaluated their team performance on the team performance curve
3) completed their team mission and presented it to the entire class
4) called their team out of existence
5) written a plan to develop their personal ability to build high performance teams

Required Readings:

None

Required Self Assessments - Complete the following assessments:

None

Required Activity: Team Project Completion AND Presentation

Class Attendance Policy:

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

Academic Honesty:

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.
Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the Internet.
- Copying another's answers on an examination.
- Deliberately allowing another to copy one's answers or work.
- Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this

subject you may refer to the Academic Dishonesty section of the University's Catalog (available at www.northpark.edu). In conclusion, it is North Park's mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Disabilities:

Students with a disability who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada.

APA Guidelines:

Effective August 2009, the School of Business and Nonprofit Management (SBNM) will adopt the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving students' writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources below. ***It is your responsibility to learn the specifics of the APA Manual and to ensure that all written work is formatted accordingly.***

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (http://owl.english.purdue.edu/owl/resource/560/01/). In particular, we are strongly encouraging you to download and review a general orientation to APA basics entitled "APA PowerPoint Slide Presentation" that can be found via the below link. In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below link.

APA Interactive presentation that walks you through the process of setting up your APA paper

http://www.peakwriting.com/aiu/apa6th/apa6th.html

APA PowerPoint Slide Presentation:

http://owl.english.purdue.edu/owl/resource/560/17/

Sample APA Paper:
http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Suggested Online Resources

North Park University Writing Center
www.npuwritingcenter.com

The Purdue Online Writing Lab
http://owl.english.purdue.edu/owl/resource/560/01/

APA Online
www.apastyle.org

Suggested Print Resources

Hacker, D. (2009). *Rules for writers*. Boston: Bedford/St. Martin's.

Barnet, S., Bellanca, P., & Stubbs, M. (2008). *A short guide to college writing.* New York: Pearson Longman.

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Washington D.C.: American Psychological Association.