MGMT7087: HIGH PERFORMING TEAMS  
Spring 2018  
M 6:00-9:50pm  
Lindner 215  

Professor Heather Vough  
Office Hours in Lindner 509: Monday 5:00-6:00 or by appointment  
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Phone: 513-556-5440  

Course Description  
Teams are a way of life in and out of organizations. We have all been asked to work with others to solve problems, create and execute ideas, and accomplish goals. However, there are certain trade-offs when performing team-based work as opposed to individual work. In teams, there is the likelihood that conflict will occur, the potential for delayed results, and the possibility of the lack of personal accountability. In this course, we will draw on classic and current research in order to understand how to create teams that will be efficient and effective as well as how to decide if creating a team is indeed the best alternative in a specific situation. Students leaving this class should be prepared to face a working environment in which they are asked to collaborate with others in order to reach individual, group, and organizational goals.  

The philosophy of this class is that people learn from doing, which involves moving between abstract theories and concrete firsthand experience. Thus, many class periods will involve learning about theories and research and then applying those theories to real-world situations via simulations, cases, and videos. In so doing, you will be asked to look beyond simple answers in order to critically assess how to design teams, when to use teams, how to motivate teams, etc. An emphasis will be placed on understanding the benefits and drawbacks of team-based design. Finally, this class will draw on information from a number of sources including the textbook, research on teams, practitioner articles, specific cases, and your own experiences in teams. As such, you are asked to expand your way of thinking about teams and look at them from multiple, sometimes competing, perspectives.  

Required Materials  
2. You can access additional readings through the UC library portal.  
3. You can access activities and cases through Harvard Business Publishing via:  
   http://cb.hbsp.harvard.edu/cbmp/access/76404120
Course Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Reading take-aways (6 x 5 points)</td>
<td>30</td>
<td>Weekly Sun 6pm</td>
</tr>
<tr>
<td>Individual Case Analysis</td>
<td>40</td>
<td>March 26th</td>
</tr>
<tr>
<td>Team Assignment (Research Paper or Presentation/Exec Report)</td>
<td>60</td>
<td>April 16th</td>
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<tr>
<td>Paper/Presentation</td>
<td>(50)</td>
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<tr>
<td>Peer Evals</td>
<td>(10)</td>
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<tr>
<td>Reflection Journals (3 x 20 points)</td>
<td>60</td>
<td>March 19th, April 9th, April 21st</td>
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<tr>
<td>In-Class Participation</td>
<td>50</td>
<td>Weekly</td>
</tr>
<tr>
<td>In-Class Quizzes (6 x 10 points)</td>
<td>60</td>
<td>Weekly: Week 2-7</td>
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<tr>
<td><strong>Total</strong></td>
<td>300</td>
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Grading Scale

- 276-300 points = A
- 249-260 points = B
- 219-230 points = C
- 270-275 points = A-
- 240-248 points = B-
- 218 and below = F
- 261-269 points = B+
- 231-239 points = C+

Assignments Overview

Below are short descriptions of each of the assignments you will be given. When appropriate, more detailed assignments will be given in class. Any questions about the grading of assignments must be done within 7 days of returning the graded assignment. If you would like to appeal a particular grade, submit a written explanation of why you believe your grade should be reassessed. I will address such an appeal promptly.

Late assignments will be assessed a 10% penalty if they are received after the start of class and an additional 10% penalty for every 24 hours late that they are received after that. All assignments should adhere to the page lengths spelled out in the assignment and should be double spaced with Times New Roman 12 point font and 1 inch (2.5cm) margins. Any deviation from this formatting will result in a loss of points.

Reading Take-Aways

For each class period, you will be asked to do a set of readings including from your textbook, academic articles, and practitioner articles. These articles will always have connections with the content of the session. For each class session, you will write 1-2 paragraphs with your
“takeaways” from the readings associated with the topic of that day. These should describe ideas from the reading(s) that resonate in some way with your own experiences and that you could apply to your current or future work. These should not just be summaries of the readings. You need not write something on each reading, but you should include at least two readings in each analysis. For each class session you should post your submissions before 6:00 pm on the Sunday before class. The system will close at that time. The reading take-aways will be graded on a 1-5 scale which takes into consideration: evidence of insight, depth of thought, and applicability to your current or future work.

**Individual Case Analysis**
In the third week of class, you will be given a case to individually analyze. I will provide a list of specific topics from the class that you should analyze in your case. You will have two weeks to do the case analysis. It is due on March 26th. The case analysis will be graded on clarity of writing, accurate and complete use of class concepts, and strength of arguments.

**Team Project**
During the course you and 3-4 other students will work together on a project. You have two choices in terms of which type of project you would like to work on. All members of your team must agree to do one or the other type. I will provide more info on this assignment in Week 2.

**Reflection Journals (x3)**
The crux of these assignments is for you to reflect upon your team and team processes as you work together on the team project. To do so, you will write about three events that occurred in the lifecycle of your team and analyze them using concepts from the class. The first journal will be due before the class period directly after your first team meeting (March 19th) and will be based on what happened in that initial meeting. The second journal will be due before the 6th class period (April 9th) and the third paper will be due five days after the end of class (April 21st). Each of these papers should be 3-4 pages in length. An integral aspect of this assignment is for you to critically analyze your role in the team and what you did to contribute to the team as well as what you could do better in the future. You will use concepts, theories, and readings from the course in order to explain your team and your role in it.

**Participation**
Your in-class participation will be graded on three criteria:

1. Class attendance. You are expected to be in class for every session. However, on occasion events do arise that make attendance difficult. Accordingly, you can miss one class period over the course of the semester without it impacting your participation grade if you notify me of your absence at least two hours before class. You do not need to provide a reason for your absence.
2. Meaningful contributions to class (questions about content, use of personal examples, thoughtful answers to questions). This is not merely about speaking up but more about having something to say.
3. Involvement in class exercises. In many class sessions, you will be asked to work in a team. You will receive points for being actively engaged in the team activities (e.g. not searching the internet, unless necessary for the exercise, not texting, not talking about activities outside of class).

For each class period you will receive a score between 0 and 3 for participation. You can receive one point for attendance, one point for making a meaningful contribution to class, and one point for engaging in class activities. For example, if you are in class, make a meaningful contribution, but do not participate in the team exercise you will receive 2/3 for the day in participation.

In-Class Quizzes
In order to test your retention of the materials you are learning, each class period after the first one you will be given a short quiz over the material from the previous class. The quiz will involve 2-3 short answer questions.

Class Responsibilities/Expectations
Being a member of this class carries a number of responsibilities and expectations. The following is an incomplete list of what is expected of you as a student in this class.

- You will be on time and will stay through the entire class. Being on time means being in your seat, ready to get started, at the time that class officially starts. You will remain seated and focused until the official end of class. If you need to leave early, you will seat yourself close to an exit in order to leave discreetly.
- You will come to class prepared. Prepared means that you have read all of the assigned materials/assignments and are ready to discuss them. You will have thought them through and will have valuable contributions to make concerning your own opinions or applications to your life experiences.
- You will pay attention during class and not disrupt the class by talking with other students, working on your laptop, instant messaging, tweeting, or having your cell phone ring/vibrate. If you are disruptive, I reserve the right to request that you leave the class. You may also lose participation points for causing distractions in class.
- You will turn all assignments in at the beginning of class. The assignments will be completed and done to the best of your ability. If you are struggling with an assignment, you will discuss it with me.
- You will act in a professional manner toward the professor and your classmates. This means you will respect others’ opinions, even if you do not agree with them, and you will promote learning for everyone in the class. Further, if you have a question or concern about a grade, you will behave professionally in order to get your question resolved.
In return, I have a number of responsibilities to you, including:

- Starting and ending class on time
- Being available during office hours or other arranged meetings
- Creating a comfortable, open culture where you feel free to express your opinions/ideas
- Facilitating learning based in rigorous research as well as how to apply new knowledge to the real world
- Grading assignments objectively and fairly as well as returning them in a timely manner, with adequate explanation of the grade received

Additional Course Policies:
1. Withdrawal/Drop. According to University policy, you must drop the course by the date stated by the UC Registrar in order for it to not to appear on your academic record.

2. Canceled Classes. If the University cancels classes on a regularly scheduled class day, assignments will be due on the next regularly scheduled class. Please be sure to check Blackboard for updates to our schedule and assignments.

3. Incompletes. Incompletes will be given only in rare cases where students make arrangements with me in advance. Otherwise, students who do not complete all course requirements will be assigned the letter grade corresponding to the number of points they have received at the end of the course.

4. Academic Dishonesty. Academic dishonesty as defined by University policy (plagiarizing, cheating, etc.), will not be tolerated in any form. As with all College of Business activities, this course will uphold the University’s and College’s high standards for ethics and professionalism. Our Values Statement specifies: “All College of Business interactions will be characterized by mutual respect and integrity, and driven by a shared desire for excellence.” These values are detailed in the Student Code of Conduct (http://www.uc.edu/ucinfo/conduct.html). Any violation, including academic misconduct, will be subject to the college review process, and could result in dismissal from the program.

5. Special needs policy. If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability) which may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact the DSO at 513.556.6823 or in 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the semester. Please present this form to me as soon as possible to ensure your accommodation needs are discussed, agreed upon, and provided.

Note: The instructor reserves to right to modify or adjust this syllabus as necessary. Any modifications or adjustments will be communicated to the class via Blackboard.
<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Due</th>
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| 1        | Mon February 26<sup>th</sup> | Intro  
Types of Teams  
Team Design | Syllabus  
Textbook: Hackman: Preface, Chapters 1 & 2 (pgs vii-60)  
**Academic Article:**  
**Practitioner Article:**  
Quiz 1 |
| 2        | Mon March 5<sup>th</sup> | Decision-Making Meetings  
Textbook Hackman: Chapter 3  
Managing Meetings (Appendix- to be posted online)  
**Academic Article:**  
**Practitioner Articles:**  
Kahneman, Lovallo, & Sibony (2011) Before You Make That Big Decision, *HBR*  
Mankins (2004) Stop Wasting Valuable Time, *HBR*  
**Case:**  
Project Runway (to be watched in class) | March 12-18<sup>th</sup> SPRING BREAK |
| 3 | Mon March 19th | Creativity Structure Norms | **Textbook**  
Hackman: Chapter 4  
**Academic Articles:**  
**Practitioner Articles:**  
Sethi et al., (2002) How to kill a team’s creativity, *HBR*  
Gardner (2017) Getting Your Stars to Collaborate *HBR* | Reading Take-Away 2 (Sunday)  
Quiz 2  
**Due: Reflection Paper 1: First Meeting**  
Case Assignment Given |
|---|---|---|---|
| 4 | Mon March 26th | Communication Team interdependence Interpersonal Relationships | **Textbook:**  
Hackman: Chapter 5  
**Academic Article:**  
**Practitioner Articles:**  
McGinn (Blackboard)  
Gratton & Erickson (2007) 8 Ways to Build Collaborative Teams, *HBR*  
**Cases:**  
PB Technologies- General Info (Blackboard)  
The Excel Academy Charter Middle School (HBP online) | Reading Take Away 3 (Sunday)  
Quiz 3 |
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<tr>
<th>5</th>
<th>Mon April 2nd</th>
<th>Conflict Management</th>
<th><strong>Academic Articles:</strong></th>
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| | | Identity in Teams | Jehn (1997) A qualitative analysis of conflict types and dimensions in organizational groups. *Administrative Science Quarterly*
| | | | **Practitioner Articles:**
| | | | Toegel & Barsoux (2016) How to Preempt Team Conflict, *HBR*
| | | **Case:** | Satera Team Case (HBP Online)
| | | **Reading Take-Away 4 (Sunday)** | 
| | | **Quiz 4** | 
| | | **Due: Case Assignment** | 

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<th>Mon April 9th</th>
<th>Team Leadership</th>
<th><strong>Textbook:</strong></th>
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| | Team Development | Hackman: Chapter 6 | **Academic Articles:** *(one to be assigned before class)*
| | | | Ericksen & Dyer (2004) Right from the start: Exploring the effects of early team events on subsequent project team development and performance. *Administrative Science Quarterly*
| | | **Practitioner Articles:** | Galinsky & Kilduff (2013) Be Seen as a Leader, *HBR*
| | | | Watkins (2016) Leading the Team You Inherit, *HBR*
| | | **Case:** | Three Hour Tour (Blackboard)
<p>| | | <strong>Reading Take-Away 5 (Sunday)</strong> |
| | | <strong>Quiz 5</strong> |
| | | <strong>Due: Reflection Journal 2: Getting Stuff Done</strong> |</p>
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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Due:</th>
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<tbody>
<tr>
<td>Monday April 16th</td>
<td>The Modern Team: Virtual, Multicultural, Temporary</td>
<td>Reading Take-Away 6 (Sunday) Quiz 6 <strong>Due: Papers/Presentations</strong></td>
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<td><strong>Textbook:</strong> Hackman: Chapter 7</td>
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<td><strong>Practitioner Articles:</strong></td>
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<td>Rosh &amp; Offermann (2013) Be Yourself, But Carefully, <em>HBR</em></td>
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<td>Neely (2016) Global Teams that Work, <em>HBR</em></td>
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<td><strong>Case:</strong></td>
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<td>Sun Microsystems Case (HBP Online)</td>
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<td>April 21st</td>
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<td><strong>Due: Reflection Paper 3: Finishing Up</strong></td>
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