MGMT7087: HIGH PERFORMING TEAMS  
Spring 2017  
W 6:00-9:50pm  
Lindner 214

Professor Heather Vough  
Office Hours in Lindner 509: Wednesday 5:00-6:00 or by appointment  
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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. Additional readings can be accessed through the UC library portal.  
3. Activities and cases can be accessed through Harvard Business Publishing:  
http://cb hbsp.harvard.edu/cbmp/access/41892012
Course Grading

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<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 Tues 6pm</td>
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<tr>
<td>Individual Case Analysis</td>
<td>40</td>
<td>Feb 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Reflection Paper</td>
<td>60</td>
<td>March 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>Paper</td>
<td>(40)</td>
<td>Feb 22&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>Team Process/Money raised</td>
<td>(15)</td>
<td>March 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>Peer Evals</td>
<td>(5)</td>
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<tr>
<td>In-Class Participation</td>
<td>40</td>
<td>Ongoing</td>
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<tr>
<td>Exams (2 x 40 points)</td>
<td>80</td>
<td>After Feb 1&lt;sup&gt;st&lt;/sup&gt; and Feb 22&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
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Grading Scale

235-250 points = A
225-234 points = A-
215-224 points = B+
205-214 points = B
195-204 points = B-
185-194 points = C+
175-184 points = C
174 and below = F

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 5% penalty if they are received after the start of class, a 10% penalty if they are received after the end 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 (2.5 cm) 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. You need not write something on each article, but you should include at least two articles in each analysis. For each class session you should post your
submissions before 6:00 pm on the Tuesday 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 Feb. 8th. The case analysis will be graded on clarity of writing, accurate and complete use of class concepts, and strength of arguments.

_Reflection Paper_
During the course you and 2-3 other students will work together to raise as much money as possible for a charity of your choice. The crux of this written assignment is for you to reflect upon your team and team processes as you try to achieve this goal. To do so, you will pick three events that occurred in the lifecycle of your team (for example, first meeting, later meeting, implementation of idea) and analyze them using concepts from the class. 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. A portion of your grade for this assignment will be based on the amount of money that you raised for your charity (relative to other teams in the class) and the process you used to do so as well as peer evaluations of your contribution to the project.

_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 a 2 out of 3 for the day in participation.

Exams
Two concept-based exams will be given as an opportunity for you to demonstrate your understanding of concepts, theories and terms in the course. These concepts are drawn from the textbook, lectures and readings. The exams will be taken on-line after all course material relevant to the exam has been covered. There will usually be a 2 day window within which you can access the online exam, though you will have a limit of 90 minutes to take the exam. These exams will be open book/open note assessments.

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 and voice your 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 at least 24 hours in advance.*
<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Due</th>
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| 1         | Weds January 11\(^{th}\) | Intro Types of Teams Team Design | Syllabus  
**Textbook:**  
Introduction (Chapter 1)  
Performance Criteria (Chapter 2, pgs 39-44)  
Team Design (Chapter 4, pgs 75-97)  
**Academic Article:**  
**Practitioner Article:**  
| 2         | Weds January 18\(^{th}\) | Team Interdependence Team Structure Norms and Meetings | **Textbook**  
Rewarding Teamwork (Chapter 3, 45-56)  
Managing Meetings (Appendix)  
**Academic Article:**  
**Practitioner Articles:**  
Watkins (2016) Leading the Team You Inherit, *HBR*  
Mankins (2004) Stop Wasting Valuable Time, *HBR*  
**Case:**  
The Excel Academy Charter Middle School (HBP online) | Reading Take-Away 1 |
| 3         | Weds January 25\(^{th}\) | Team Development Interpersonal relationships | **Academic Articles:** *(one to be assigned before class)*  
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<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Textbook:</th>
<th>Academic Article:</th>
<th>Practitioner Articles:</th>
<th>Notes</th>
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<td>5</td>
<td>Weds Feb 8th</td>
<td>Communication</td>
<td><strong>Textbook:</strong> Communication (Chapter 6)</td>
<td><strong>Academic Article:</strong> Wegner (1987) Transactive memory: A contemporary analysis of the group mind. Theories of group behavior. Springer, New York, 185-208.</td>
<td><strong>Practitioner Articles:</strong></td>
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<td>Date</td>
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<td>7</td>
<td>Weds Feb 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Textbook:</strong> Leadership (Chapter 11)  &lt;br&gt;<strong>Practitioner Articles:</strong>  &lt;br&gt;Outward Bound (Blackboard)  &lt;br&gt;Galinsky &amp; Kilduff (2013) Be Seen as a Leader, <em>HBR</em>  &lt;br&gt;<strong>Case:</strong> Sun Microsystems Case (HBP Online)  &lt;br&gt;Three Hour Tour (Blackboard)  &lt;br&gt;Reading Take-Away 6  &lt;br&gt;Second Exam Feb 23-25</td>
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<td>1&lt;sup&gt;st&lt;/sup&gt; March</td>
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<td>Reflection Paper</td>
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