

MANAGEMENT 4720

High Performance Teams

**Spring Semester 2015**

**MW 4:40-8:05 pm – Oelman 232**

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| **Professor:**  **(Senior Facilitator)**  **Office:**  **Phone:**  **Email:**  **Website:**  **Office Hours:**  **Course Website:**  **Required Texts:**  **Other:** | **Dr. David S. Bright**  Department of Management  Raj Soin College of Business  273 Rike Hall  937-619-9005  [david.bright@wright.edu](mailto:david.bright@wright.edu)  <http://www.wright.edu/~david.bright/>  MW 3:30-4:30  I welcome all visits, but please schedule an appointment if you need to see me, even during office hours.  Pilot: <https://pilot.wright.edu/login.html>  \* Login with campus username and password.  \* ***Please note: I DO NOT USE MY PILOT EMAIL!***  Griffith, B.A. & Dunham, E.B. (2015). *Working in Teams: Moving from High Potential to High Performance*. (about $42.00 from Amazon Kindle)  Kolb. (2007). *Learning Styles Inventory.*  Must be completed by the 2nd class.  Kaner, S. (2007). *Facilitator’s guide to participatory decision-making*. Wiley, San Francisco.  Wheelan, S. A. (2013). *Creating effective teams: A guide for members and leaders*. Thousand Oaks: Sage.  Please note that this class is **writing intensive**, meaning that you will need to demonstrate an ability to communicate effectively in writing to pass this class. |

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#### WELCOME TO HIGH PERFORMANCE TEAMS!

#### Class #9

**Course Objectives**

**Content Objectives**

1. Students will develop familiarity with the vocabulary of teams and team development.
2. Students will gain awareness of the different approaches to team development: in particular, the planned approach and emergent approach.
3. Students will refine an ability to observe the development of team, describe the flow of past team development, anticipate how a team will evolve, and where to introduce influences that are likely to generate a change in a team.
4. Students will become familiar with the basic facilitation skills associated with team management and development.
5. Students will become aware of their personal capacity to function as change agents within a team and within any human organizational system.
6. Students will refine their ability to share and receive high quality observations and feedback both verbally and in writing.

**Integrated Writing Objectives**

This course fulfills the requirements for integrated writing. As such, students are expected to produce writing that:

* Demonstrates their understanding of course content.
* Is appropriate for the audience and purpose of a particular writing task.
* Demonstrates a mastery of disciplinary writing conventions (e.g. writing in a business environment).
* Shows competence in standard edited American English.

**Please note:** Reading this syllabus for the first time leaves some students feeling a bit overwhelmed. DON’T WORRY! ☺ Most students have a **fantastic experience** as they successfully complete this course. You will be amazed at what we accomplish together. We will build an exceptional, team-based classroom organization as we learn about high performance teams in this class. Just stick with it and all will fall into place and start to make sense.

**Our Task**

The goal of our class as an organization is to learn about high performance teams by becoming an organization that encourages high performance teams.

My approach to this course draws on several traditions of teaching that reach back over 70 years and have been refined through long trial and error. It combines the best of leading teaching techniques and will be unusual for many of you. This class puts into practice the lessons learned by students before you, and together, we will generate lessons that will reshape future versions of this class. You have a responsibility not only to each other, but also to future leaders and managers who will stand on your shoulders.

The following **principles** will guide our efforts:

* Powerful organizing dynamics emerge when people become as concerned for others as they for themselves.
* High performance teams require constant, pro-active effort.
* Understanding high performance teams comes from experience: we learn by managing, leading and/or changing within teams.
* Effective teams draw on the strengths of everyone.
* Mastery of a topic comes from both learning and teaching it.
* Responsible self-teaching and learning is the lifeblood of a leader and manager.

**Our Organizational Structure**

The vehicle for teaching this class is the creation of a true, learning organization where every member has an opportunity to be empowered at a high level. Every effective organization is comprised of a number of tasks. You will learn by taking responsibility for the creation and functioning of this class. The most important rule is to be **creative**, **have fun**, and **learn** along the way.

**Senior Team Facilitator**

As the professor, I am the Senior Team Facilitator. My task is to lead you in learning. I have ultimate responsibility for everything that takes place in this course. I am delegating many of the details for carrying out this responsibility to you. I have a penchant for helping you succeed. Much of my work will take place behind the scenes. I will learn as much, or more, from you as you will from me.

**If you need to contact me, my first choice is email**. Please schedule an appointment if you need to see me in person, even during office hours.

Please note that I view it as my job to ***facilitate your learning*** – NOT to lecture at you. This class design is NOT an organization modeled on a business corporation, but rather it is an organization designed to effectively and powerfully cultivate the knowledge to be developed about this topic. Some of you will view this class as a radical departure from the normal model of university education. I know from experience that this is a superior forum for learning this topic than a lecture-and-test format.

**Self-Managed Learning Teams**

The basic unit of this class is a learning team of up to five individuals from diverse perspectives and backgrounds. Most of your work takes place within this team. I will try to make as much time as possible for your team to do its work in class, though you may need to meet outside of the class as well.

To succeed in this class, you must learn to effectively function as a team**.**  For example, as a team you will manage an area of responsibility that must be carried out if our organization is to function properly: taking attendance, gathering records, arranging tables & chairs, creating reviews for mastery quizzes, etc. In addition, we need to ensure that every member has an adequate opportunity to learn theories of team effectiveness. In a normal classroom, the professor assumes most of these tasks. However, in this class organization, we will divide these tasks and functions.

Each of you should act as a **self-motivated** leader. You are exercising leadership when you push yourself to function at the edge of your comfort zone. You will need to identify your strengths, areas that you wish to develop in yourself, and then **compile a service record** of activities that demonstrate your leadership contributions to this organization. As you demonstrate what you are learning through your leadership in this class, you will develop important skills that will stick with you for a long time.

**Class Procedure**

As indicated above, this class teaches about high performance teams by allowing you to function as a team in a live classroom organization. This is not a simulation. You must be able to understand how the knowledge affects you as a functioning individual within a living organizational system.

As we advance through the class, you will have increased responsibility for managing the function of the class. While working under the tutelage of the Senior Team Facilitator, each person will have an opportunity to lead. By the time we reach the middle of the class, you should be able to “own” this organization and its function. (Many past classes have generated high quality learning, even without my physical presence in the room.)

The class is designed to be highly interactive. We create activities that invoke multiple learning styles. There should be something for everyone in this class.

Typically, each class will consist of administrative items such as grading, observations, announcements, and service activities; a discussion or lecture, led by you or the Senior Team Facilitator; an action learning activity, led by you or the Senior Team Facilitator; and team preparation. I encourage you to be proactive and to find innovative ways to fulfill your responsibilities. Again, the rule is to be **creative**, **have fun**, and **learn** along the way.

Making mistakes in the process of running our organization is OK! In fact, I expect you to make mistakes, because mistakes present an opportunity for learning. Honestly acknowledging the best and worst outcomes of your efforts is part of what it means to be “appreciative.” We appreciate the wholeness of organizing—good and bad. Repeating the same mistake is only a problem if we aren't learning.

**Class Protocol**

Because this class is highly interactive, it is normal for conversation to be lively and intense. Often, the classroom will be buzzing with activity and energy, with many people talking at once in small groups. If this situation is problematic for you, please let us know. We will find a physical location for you in the class that minimizes the noise.

In addition, we will frequently need to call the class together so that one person can address the class as a whole. A bell will be used to bring the class to order. The first ring indicates that the class will be called to order in one minute. At the second ring, please quickly cease your discussion and pay attention those who are trying to address the class. This practice will help us both to be respectful of one another, and also to maximize the opportunity for high quality interaction.

**Grading**

Everyone in an organization, in everything you do, affects others. The grading system is designed to give you insight into ***others’ points of views***, and ***greater self-awareness*** about ***how your actions influence others***. I suggest that you worry less about your grade and more about your learning. In addition, the point distribution below may be subject to change, based on the decisions made in class.

To succeed in this class, you will need to select and complete tasks in each of the following areas:

1. Five Preparation Mastery Quizzes (300)
2. Citizenship: Journaling, Service, and Feedback to Teammates, Workshop participation (200)
3. Two Papers (300)
4. Team Exercises and Team Final (200)

Rarely, I will give bonus points for truly amazing, extraordinary work. Your final grades will be as a weighted grade point average of the four areas above, as determined according to the criteria below. Note that to receive an A, you must receive a rating of outstanding **in all areas**.

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| **Grade** | **Description** |
| A | “Outstanding” in all areas (900+) |
| B | “Good” to “Outstanding” in all areas. (800-899) |
| C | An average of “good” in all areas. (700-799) |
| D | “Poor” to “Good” work in all areas. (600-699) |
| F | “Inadequate” or “Poor” in one or more areas (< 600) |

**Preparation Mastery Quizzes**

At the beginning of each unit, we will focus on becoming familiar with basic terms from the readings and pre-class videos, as shown through your performance on a preparation mastery quiz. You must answer the questions in class on the day shown in the schedule. Then, you will work with your learning team to answer the same questions in class. The scores from both exercises will be combined and equally weighted to determine your overall score. There will be 10 questions each week, and you will have a limit of 40 minutes to complete both the individual and group portions. Ratings will be updated after the completion of each group preparation mastery quiz. **You may use your book and notes for both parts of the preparation mastery quiz**.

**Citizenship**

It is our responsibility to build a culture in this class that will lead to extraordinary organizing. The following areas will be used to assess your influence on our class culture.

***Journaling****.*(50) At least once each week, you should describe an event you experienced or witnessed in the class. Your entry should include both a detailed factual description of what you observed, as well as your feelings about what happened. Your entries should generally be about 200 words. Your entries may be ranked or rated through a peer evaluation. This record will be important for the final assignment of the class, which requires you to analyze some aspect of our class history.

***Service.*** (50) To achieve success as a class, we need contributions from every member of our organization to build a culture of learning. Each of you should exercise initiative, and demonstrate courage, engagement, or thoughtful effort to find ways to help each other and the professor. Compile a record of tasks through which you will demonstrate that you are highly engaged and making a contribution. Record the overall time you spend on an activity. **Three hours of in-class service are required to receive full credit**.The rating for service depends on **time**, **variety**, and **effort.**

Examples of service and participation activities are listed below:

* List your biographical information and a picture in the “Class Directory” discussion thread.
* Provide classmates with exemplary feedback.
* Demonstrate exemplary leadership by organizing an activity on your own initiative.
* Help setup or cleanup the room.
* Organize a celebration at the end of class.
* Organize a study session outside of class (just showing up doesn’t count – you need to be part of the organizing process).
* Coordinate the questions used for journaling.
* Post substantive responses to others’ journal entries.
* Organize and coordinate the evaluation of team feedback.
* Video a workshop and make this available through Pilot.
* Post a reflection about this class on ratemyprofessor.com.
* Do **anything** **else** that will help the class function at a higher level.

***Feedback to Teammates****.* (50) Periodically, you will have an opportunity to provide your teammates with feedback about their performance, coaching them as to how they are affecting you and your team. You will be evaluated **based on the quality of your written feedback** **to others**, rather than on the ratings or feedback you receive.

***Team Management Responsibility.*** (50) During the semester, you will have several opportunities to prepare and facilitate a workshop with your peers. This is where we will practice team management and facilitation by actually doing team management and facilitation. The specific activities and assignments associated with these presentations will be provided at the beginning of each unit of the class.

The workshops will not be graded in a formal way. However, we will discuss and provide feedback as a class after each is presented. Unless you indicate to me that another rating is appropriate, every member of your team will receive full credit.

**Mid-Term and Final Papers**

The journal record will be important for the papers to be written in this class, which requires you to examine some aspect of your experience or our class history. Each paper should be 1500-3000 words in length. Please use APA style in your references.

Please note that drafts of your papers will be viewable by others in the class. About one week prior to the deadline for each analysis and report, you should post your draft in your team discussion thread. Two days before the deadline, you should read each of your teammates’ analysis and reports and provide them with written feedback. The final analysis and report should be uploaded to the appropriate Pilot dropbox folder by midnight of the day it is due. ***If you would like to write about a confidential topic, please contact the Senior Facilitator.***

The grading for each of your papers will take place in a discussion, by appointment, with the professor. Please schedule an appointment for the report to be graded before you upload your report to Pilot dropbox. Your report will not be graded unless you have made an appointment.

The assessment of each analysis will be based both on the content of the writing (60%), and also on the quality of the writing (40%). The rubrics for grading can be found online.

***Mid-term Paper.*** (150) The first paper will provide you with an opportunity to reflect upon your strengths and weaknesses as a team member. Considering concepts you've learned in this class, you should describe a moment in your experience as a team member that illustrates your strengths and challenges in action. Based on this analysis, you should discuss what you will do to be an effective team member in the future, listing at least two actionable ideas.

If you are not satisfied with the rating you receive on the mid-term, you may revise and resubmit it within one week of your grading appointment. Please note that ALL of the areas of feedback received will need to be addressed in order to receive an improved rating.

***Final Paper.*** (150) The second paper will be an opportunity for you to reflect upon the development of your team and our class from beginning-to-end. In this analysis and report, you should use the Wheelan text, which incorporates several group or organization development models, to explain how your team evolved over time. You should outline the theory and provide evidence to support your claims about the development of your team and our class as an organization. You should also examine your own role at each stage, including the strengths and weaknesses of your contribution. Finally, you should integrate several statements about how you will successfully contribute to create high performance teams in the future.

**Team Exercises and Team Final**

Two exercises (50 each) and a final exercise (100)

This aspect of the class will help you to develop key facilitation skills in a team. You will learn how to navigate the challenges of dialogue and decision-making.

Twice during the semester, you will be given a team exercise that should be completed in preparation for an a practice exam. Typically, your team will be given a scenario related to the topics we have been discussing as a class. As a group, you will need to perform an analysis of the scenario. Information will be given in class for each exercise.

Your final in this class will be done as a team. Instructions for this exercise will be given in class. You will be expected to explain and demonstrate facilitation skills with other members of your team.

**Deductions**

Deductions of 50 points on your citizenship grade will be assessed under each of the following circumstances:

* You miss more than 10% of classes for inexcusable reasons.
* You fail to post journal entries on a regular basis.
* You fail to carry your weight as a team member, as evidenced through the team member feedback.

**Other Information**

**Computer Access**

You must have access to a high speed internet-linked computer to be successful in this course. We will communicate frequently via email. You should check Pilot regularly.

**Disability Accommodations**

Reasonable accommodations are available for students who have a documented disability. Please notify the professor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. Students needing accommodations must have them approved through the Office of Disability Services.

**Academic Integrity**

Every member of our organization must hold themselves and each other to the highest standards of performance. It is in your best interest to help each other to maintain the ethical behavior at all times.

The WSU Office of Judicial Affairs maintains a website with the entire Code of Conduct: <http://www.wright.edu/students/judicial/conduct.html>. Here you can find definitions for what constitutes dishonesty and how any case is resolved.

I will evaluate any potential offense, and all serious offenses will be reported to the Office of Student Judicial Services. If you are unclear about whether a particular situation may constitute academic dishonesty, meet with the instructor to discuss the situation. Any individual who suspects a student of cheating must inform the Professor or the Office of Student Judicial Services at 937-775-4240.

**On-campus Counseling**

Counseling is available to students on campus. For information, contact the contact Counseling and Wellness Services (937-775-3407). For further details on other information and services offered by the Counseling and Wellness services (e.g., stress management and study skills), see: <http://www.wright-counseling.com/>.