Seattle University   Holly Ferraro
Albers School of Business and Economics   Pigott 428, 206-296-5719
Fall Quarter – 2019   ferraroh@seattleu.edu

Creating High Impact Teams
EXLR 5110 B

Course Description, Learning Outcomes, and Objectives:

<u>Why do we offer this course</u>? People work in teams in many different settings. Unfortunately, "magical" teamwork occurs rarely, and when it does, team members may not be able to reproduce the same level of excellence in a different setting with different people. As a result, team leaders and members too often settle for mediocre teamwork. The consequences of mediocrity range from wasted time, skills and effort to very serious outcomes, including harm to others. We offer this course to provide you with experiences and tools to lead your teams from mediocrity to excellence.

<u>How do we approach teaching this course</u>? Our expertise on leading teams is rooted in evidence-based scientific research. Our goal is to introduce you to important findings from research that you can use to create high impact teams in the workplace. The material, itself, will not be difficult for you to understand. Your true challenge is to apply the material in real teams. During this course, you will immediately have the opportunity to apply new knowledge to building your cohort team, your social justice team, and a team in your workplace. Through this integrated approach, you will gain competence and confidence in your ability to design and lead effective teams.

This course addresses the following program learning outcomes:
1. Students will demonstrate strategic decision-making capability.
2. Students are capable of rigorous analysis of data and stakeholder concerns.
3. Students will demonstrate the ability to articulate a vision that will have significant and positive leadership impact (i.e., leading change).
4. In business and in personal lives, students will act to preserve or enhance the well-being of the commons (global, health, and social justice).
5. Demonstrate wisdom through judgment/decision-making that integrates the needs of multiple stakeholders and adapts personal behavior appropriately.

This course has the following specific course objectives:
1. Experience a successful team building process with the cohort
2. Develop knowledge and skills that you can immediately apply to build highly effective teams
3. Expand your "library" of resources to diagnose impediments to team effectiveness and propose corrective measures for a variety of team types
4. Engage in personal growth and discovery about your abilities and potential as a team member and team leader

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Class Schedule and Assignments

Date & Time	• Pre- Class Reading	Topics	Deliverable(s)
F Aug 16, 3:00-4:00 pm	• Canvas: Course Philosophy: Evidence-Based Management, Building Team Identity, Action Learning; Bastyr Retreat Overview • SLT, Chapter 1	Overview of course Retreat Q&A	Bastyr Forms: Completed Liability Release and Medform (Binder and Canvas). Bring hard copies to class.
T Aug 27	• SLT, Chapter 5 and p. 212-214 • Norms Table (precourse materials) • Building a psychologically safe workplace (YouTube video) • Pack List and Directions for Bastyr Immersion Experience (binder and Canvas) • Work Team Analysis Overview (Canvas)	Team Norms Psychological Safety Team Launch	• Reflect on norms that provide for psychological safety • Prepare questions you have about the course or the Work Team Analysis for discussion at Bastyr
W-F Aug 28-Aug 30 Retreat with overnights	• All reading through Aug 27 must be completed		
Sa Aug 31 – Su Sep 8	• SLT, Chapters 2-4 (The Essentials) • Building a Shared Vision: Manager-Led Team Session • Re:Work: Building a shared vision slide deck		• Choosing a Team for the Work Team Analysis Paper (Submit on Canvas) • Use the "Shared vision" tools to conduct a session with your social justice team and produce your team contract (due Sep. 9-15). • Optional: Indivdual Bios (Canvas)
M Sep 9 - Su Sep 15	• What Google learned from its quest to build the perfect team (link on Canvas) • Slides, Tool, and Facilitatator Guide: Create a vision with the team (link on Canvas) • Senior Leadership Teams, pp. 167-168 and Chapter 5 (book)	Team Vision and Core Values Norms Team Launch Social Justice Team: Applying Concepts	Submit Social Justice contract to Canvas (one contract per team signed by all team members)
M Sep 16- Su Sep 22	• Guide: Understand team effectiveness (link on Canvas) • SLT pp. 8-23	Team Effectiveness	Data Collection: Prepare the Groundwork (Canvas)

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M Sep 23- Su Sep 29	• SLT, Chapter 7-8		Lead or contribute to Discussion Sep 9-Sep 22 readings
M Sep 30 - Su Oct 6	• Leading Teams (Bernstein; link on Canvas) • Team Interventions: Designing for Interdependence (Canvas)	Leading teams Team interdependence Team Interventions	Lead or contribute to Discussion Sep 23-Oct 6 readings
M Oct 7- Su Oct 13			Optional draft of work team analysis paper due (submitted to Canvas)
M Oct 14 - Su Oct 20	• Making dumb groups smarter (binder) • Managing Conflict Lecturette (Canvas)	Team Decision Making Team Conflict	Lead or contribute Discussion Oct 14 – Oct 20 readings
M Oct 21 – Sun Oct 27	• Leading global teams (Neely; link on Canvas – core curriculum)	Cultural diversity Global teams Virtual teams	Lead or contribute Discussion Oct 21 – Oct 27 readings
M Oct 28- Th Nov 7		Team Analysis Paper	Ongoing: Data collection, data analysis and team interventions for work team analysis paper
F Nov 8, 3:45-5:30 pm	• Overview of essentials and enablers • Review Leading teams (link on Canvas) • Review Designing Teams for Interdependence (link on Canvas)	Leading teams Organizational-level practices for team effectiveness	-Class discussion on organizational culture and resources to support effective teams
Sa Nov 9, 8:30 am-12:00 pm	• Leader's guide to corporate culture (binder) • SLT Ch 6, 9 • Leading global teams (Neely; link on Canvas – core curriculum) • Culture/Teams Metrics (Canvas)	Cultural diversity Global teams Virtual teams Organizational culture and change	–Prepare questions and answers for global teams discussion (Class use only, not submitted) **Create worksheet** -Print Group Design Checklist from Canvas and bring to class
Sa Nov 10 12:00-1:30 pm		Guest speaker: Team Leadership	
Su Dec 8 11:59 pm			Final paper due (Submit to Canvas) Hard copy mailed to me at 901 12th Avenue, Pigott 428, Seattle WA 98112 (optional but strongly encouraged). Postmark Dec 10 ok but must be identical to Canvas version.

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Course Requirements:

1. Team Analysis Assignment (65%)

The objective of this assignment is to <u>apply</u> what you are learning to a team in your workplace. You will analyze the team, identify how to improve team effectiveness, implement changes and report on your results. It would be ideal to analyze a team that you lead. In any case, your team should meet the requirements on the assignment <u>Choosing a Team for the Individual Work Team Analysis Paper</u> (Sep 6-Sep 8 Module, Canvas). Please review the questions that you will be answering (See Items 1-9 in Work Team Analysis: Pre-Intervention Items, Sep 6-Sep 8 Canvas Module and Items 9-12 in Work Team Analysis: Post-Intervention Items, Dec 10 Canvas Module). You will need to provide answers to all these questions in your paper.

If you do not have an appropriate team at work, you should offer to act as a consultant to a team in another setting—within your organization or elsewhere. You may ask cohort members, colleagues or other individuals if they have an appropriate team for you to analyze.

<u>Deliverables</u>

a. Choose a Team for the Individual Work Team Analysis Paper (Required, Submit to Canvas)

The objective of the final paper assignment is to develop your leadership skills by having you apply course material to a real team. However, it is critical that you choose a team that enables development of your leadership skills. This assignment is designed to help you choose an appropriate team.

b. Data Collection: Prepare the Groundwork (No submission, but required)

 You will be informing the appropriate individuals within your team or organization about your purpose for collecting data and your desire for their candid feedback.

c. Draft of Team Analysis Paper (Optional, Submit to Canvas)

You have an option to prepare a draft of your final paper and receive feedback that you can incorporate when you submit the final version. Note that I will not review drafts after this date.

d. Work Team Analysis Reporting and Interventions (No submission, but required)

Finish data collection and analyze results. Begin reporting results of data analysis to team members and designing and implementing interventions.

e. Final Paper due (Required!)

Create your final version of the analysis by responding to the draft feedback. My expectation is that you have taken the feedback provided to improve your final paper. This may include collecting additional data so plan your time wisely! Please be sure to follow formatting requirements described for the final paper on Canvas.

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2. Class Participation and Contributions to Learning Environment (20%)

Bastyr and Class: Active participation with shared "air time" ensures that you reap the benefits of being a cohort at the executive leadership level. The classroom environment provides us with an opportunity to practice many of the leadership skills we are learning throughout this course and program including establishing trust, setting and enforcing norms, scheduling reviews of cohort effectiveness (as a team in the classroom setting), engaging in constructive conflict, listening, and asking probing questions.

Discussion Leadership: Each social justice team will lead an online discussion on the readings. Discussion Participation: Everyone is expected to participate in each online discussion. Leading and participating in discussions is an important part of your participation grade.
I also value being informed of concerns being voiced in the class but not being openly expressed to me.

3. Social Justice Team Contract (15%)

The Creating High Impact Teams course is designed to cultivate your leadership skills by providing interactive, real world experiences encompassing all phases of team development (from design through handling difficult interactions). A central piece of the course is the retreat experience at Bastyr where you will work with your cohort to solve problems interdependently. Course readings and materials will expand the learning begun at Bastyr and will help you correctly launch your Social Justice Teams to realize excellence in team performance and process. Specifically, you will apply Tool: Create a vision with the team and any other course resources to launch your team, culminating in a signed team contract. Please see Canvas for more details.

Required Readings:

Book:
- Wageman, R., Nunes, D. A., Burruss, J. A., & Hackman, J. R. 2008. *Senior Leadership Teams: What it takes to make them great (SLT).* Boston: Harvard Business School Publishing.

Short Articles:
- Duhigg, C. 2016. "What Google learned from its quest to build the perfect team." *New York Times,* Feb. 25. (link on Canvas)
- Groysberg, B., Lee, J., Price, J., & Cheng, Y. 2017. "Leader's guide to corporate culture." *Harvard Business Review,* December. (binder)
- Sunstein, C.R., & Hastie, R. 2014. "Making dumb groups smarter." *Harvard Business Review*, December. (binder)

Other
- Edmonson, A. 2014. Building a psychologically safe workplace (Youtube video)
- Bernstein, E. S. 2016. "Leading teams." Harvard Business School Publishing. (link on Canvas)
- Neeley, T. 2018. "Leading Global Teams." Harvard Business School Publishing #8358.

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- Culture/Team Metrics (binder and Canvas)
- Norms Table (pre-course packet)
- Re:Work Building a shared vision slide deck (link on Canvas)
- Re:Work Building a shared vision: manager-led team session (link on Canvas)
- Re:Work. Guide: Understand team effectiveness (link on Canvas)
- Re: Work Tool: create a vision with the team (link on Canvas)

Recommended for Further Reading:

Perlow, L. 2012. *Sleeping with your Smartphone: How to break the 24/7 habit and change the way you work*. Boston: Harvard Business School Publishing Corporation.

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit https://www.seattleu.edu/equity/. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email**: oie@seattleu.edu; **phone**: 206.296.2824)

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<u>University Resources and Policies</u>

Academic Resources

- Library and Learning Commons (http://www.seattleu.edu/learningcommons/)
  (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
  Note: The Learning Commons does not offer tutoring for EXLR/EMBA/HEMBA-level students.
- Academic Integrity Tutorial *(found on SU Online)*

Academic Policies on Registrar website
(https://www.seattleu.edu/registrar/academics/performance/)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Notice for students concerning Disabilities
If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.