

SYLLABUS
CREATING AND DEVELOPING HIGH PERFORMING TEAMS
Management and Organizations 617
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In today's complex and fast-paced corporate environment, teams are a basic organizational building block. Indeed, in a recent Wall Street Journal article (in which Michigan students were rated #1 by recruiters), team skills were listed as one of the top skills that recruiters look for in graduating MBAs. Yet despite this growing dependence on teams, as well as the growing body of knowledge about teams, many people don't take the time to learn best practices for leading teams, nor do they apply what they learn about teams to improve their team's performance. As a consequence, they limit their team's potential for success (e.g., getting their work done faster and better at lower cost) as well as their own potential for success (e.g., job effectiveness, promotions, etc.). The purpose of this course is to give you knowledge and practical tools that will help you become a more productive team member and leader. The course will focus on:

- The characteristics of high performing teams
- Leadership strategies for creating performing teams
- Strategies for avoiding dysfunctional team dynamics
- Best practices for managing diverse and virtual teams
- Your preferred leadership style and the strengths and weaknesses of your style

Required Text

A course pack of readings is available through the course pack office. Additional materials will be distributed in class and will be available through CourseTools.

Class Format

This course will be held in an intensive 2.5 day format. I've been teaching this course in this format for several years and it is an efficient and productive way to learn the course materials. I use a variety of teaching methods (e.g., self-assessments, simulations, discussion and debate, videos, chocolate candy) to keep you engaged throughout the days.

Winter A: We will meet from 9:00 – 6:00 on Fridays, January 14 and 28, and from 9:00 – 1:30 on Friday, February 18. Students who want to take this class must also commit to being available on Saturday, February 12, in case we need a snow day replacement. I've never had to use a make-up day in the 11 years I've been teaching my courses in an intensive format, but it's good to be prepared.

Winter B: We will meet from 9:00 – 6:00 on Friday, March 11; 9 – 6:00 on Saturday, March 12; and 9:00 – 1:30 on Friday, April 15. Students who want to take this class must also commit to being available on March 25th if we need a snow day replacement.

Assignments:

Self-analysis: This assignment gives you an opportunity to systematically reflect on your strengths and weaknesses as a team member and leader. Your task will be to write a 6-page self-reflective paper in which you (1) identify the strengths and weaknesses you bring to teams; (2) discuss the functional and

dysfunctional consequences of these; and (2) develop an action plan for becoming a more effective team member and leader. You will use your LSI assessment self-assessment and feedback from others, as well as other insights from class, to develop your paper. Paper is limited to 6 pages of written text (the analysis which is what you'll be graded on), 12 inch font, 1 inch margins, double-spaced, and you can add addenda if you want to include additional tables, charts, etc.

Team Analysis: This assignment gives you the opportunity to work with a team to (1) observe a team in action, (2) apply what you've learned in class, (3) create some new insights and theories of your own about what leads to high (and low) performing teams and (4) present your analysis and recommendations to the class. Your team task will be to identify a team that is currently working together, analyze that team's performance, and write a 6-page analyses of the team's dynamics, consequences of those dynamics, and recommendations for enhancing that team's performance. You may add an addendum if this helps you manage the 6-page limit. Your team will also present your findings in a 15-minute creative presentation (followed by 5 minutes for questions and answers) on the last day of class. The paper will be due at the beginning of the last day of class. You must present your analysis and recommendations to the class in a creative way that provides useful insights on team leadership. You can use no more than three PowerPoint slides (if you choose to use them at all).

Evaluation: Final grades will be determined as follows:

Self analysis	50 points
Team analysis (paper)	35 points
Team analysis (presentation)	15 points
Total	100 points

Grading: I will follow the University of Michigan Business School Policy regarding the grading curve. The policy states that no more than thirty-five percent of the students will receive a grade of "excellent", no more than 40% of the students will receive a grade of "good", approximately 25% will receive a grade of pass, and approximately 5% will receive a grade of "low pass" if the student's class performance or attendance merits it. It's an experiential course, so class attendance will matter in the grading. I will make a judgement about adjusting students' grades based on time missed from class, as well as the team members' feedback on each person's contributions to the team project.

Faculty Bio: Paula J. Caproni teaches with the Management and Organizations Department at the Stephen M. Ross School of Business at the University of Michigan. Professor Caproni received her MBA from the University of Massachusetts and her Ph.D. in Organizational Behavior from Yale University. In addition to teaching in the University of Michigan MBA and Executive Programs, Professor Caproni is Director of the MBA Executive Skills Program, Academic Director of the Evening MBA Program, and Director of the Executive MBA Professional Development Program. She has also taught for the Helsinki School of Economics, for the Catho Group (Brazil), for the University of Michigan's global MBA and executive programs in Hong-Kong, Brazil, and South Korea, for Management Sciences for Health in Nigeria, Stora-Enso Group and Nokia (Finland), and Daewoo's (South Korea) Executive Program at the University of Michigan. She has published a book called, "The Practical Coach: Management Skills for Everyday Life" Her research focuses on understanding and managing complex human relationships in organizations. Professor Caproni consults to organizations in both the public and private sector, including Avon, Exxon, Ford Motor Company, Internal Revenue Service, Mead Johnson, Nokia, Onninen, Philips, Phelps-Dodge, Stora-Enso, and Management Sciences for Health.

CREATING AND DEVELOPING HIGH PERFORMING TEAMS

Course Outline and Assignments

Please complete assignments prior to the day in which they will be discussed in class.

DAY 1: Foundations of Effective Team Leadership

Module 1: Introduction and Team Building Exercise

Module 2: Building a Winning Team

Read: Creating High-Performing Teams: Foundations on CourseTools

Video: Coaching a Winning Team

In-class activity: As a team, discuss what are the top 5 team leadership lessons that you learned from Tara VanDerveer, Director and Head Coach, Women's Basketball, Stanford University and coach of the US women's basketball team that earned the gold medal in the 1996 Olympics in Atlanta.

Module 3: Identifying Your Functional and Dysfunctional Team Styles

Prepare for Class:

- Complete your Life Styles Inventory.
 1. Identify your two strongest styles.
 2. Read the Life Style Inventory Development Guide, particularly the pages in the Guide that describe your two strongest styles.
 3. Complete the self-improvement plan at the end of the Guide. You will be able to use this plan for your self-analysis paper that you will turn in at the end of the semester.

In-class activities: Simulation and Group Styles Assessment

Module 4: Managing Time and Communication in Teams

Read:

Creating High-Performing Teams: Time Management on CourseTools

Creating High-Performing Teams: Communication on CourseTools

Video: Abilene Paradox

Module 5: Planning Your LSI2 Feedback

In-class activity: Identify 5 people from whom you want feedback and prepare to send them the LSI2 Feedback Form. You will compare their assessment of you to your own self-assessment to identify your strengths, weaknesses, and how others perceive you.

Module 6: Planning Team Project

In-class activity: Create your team for the team project and create a plan of action (decide on a team to analyze, discuss your team process)

DAY 2: Leading Diverse and Virtual Teams

Module 7: Review

Module 8: Simulation

Module 9: Leveraging Team Diversity

Read: Creating High-Performing Teams: Leveraging Diversity on CourseTools

In-Class Activity: Team member cultural assessment

Module 10: Managing Virtual Teams

Read: Creating High-Performing Teams: Managing Virtual Teams on CourseTools

Video: The Virtual Team

Module 11: Planning Team Project

DAY 3

Presentations and Class Summary

INDIVIDUAL ASSIGNMENT: SELF-ANALYSIS

In their studies of successful managers and executives, the Center for Creative Leadership found that effective leaders are "able to build teams in a variety of circumstances with many different kinds of people." They also found that effective leaders are quick to reflect upon and learn from their own experiences. This assignment gives you the opportunity to reflect on your group experience in this class to better understand how you can be a more effective team member and leader.

Your task is to write an analysis of what you have learned from the Life Style Inventory Self Assessment and Description by Others that you can use to improve your effectiveness as a team member and leader. Paper is limited to 6 pages of written text (the analysis which is what you'll be graded on), 12 inch font, 1 inch margins, double-spaced, and you can add addenda if you want to include additional tables, charts, etc.

Include the "self description" and "description by others" circumplex as an addendum to your paper. Also include the "description by others" scoring worksheet in your addendum.

Specifically discuss the following in your paper:

1. General patterns: Based on the feedback from others, describe the patterns you see in your LSI circumplex.
 - Identify your primary styles.
 - Identify, if possible, the cluster(s) -- e.g., constructive, passive defensive, aggressive defensive -- that best describes your colleagues' perceptions of you.
2. Characteristics of your styles: Discuss the characteristics of your most common styles. General information about your style can be found in the LSI self development guide. Discuss which of these characteristics best describe you and why you think so. Give specific examples of how you display these characteristics during this class or in other team settings.
3. Consequences of these characteristics: Discuss how these characteristics (1) enhance your ability to be an effective team member and leader and (2) inhibit your ability to be an effective team member and leader? Give specific examples based on your experience in teams.
4. Compare your self-perception with that of your team members:
 - Is there much variation between your self-perception and the perception of those who gave you feedback? If so, why do you think so?
 - Is there much variation among the perceptions of the people who gave you feedback? If so, in what clusters is there the most variation? Why do you think there is variation in the scores?
5. Action Steps for Change
 - What three changes in your behavior would you like to make within the next 6 months? Think in terms of small wins.
 - What will you and your teams gain if you make these changes?
 - What specific things will you do to bring these three changes about?

TEAM ASSIGNMENT: TEAM ANALYSIS

Observe and diagnose a team in action over at least two meetings. Write a professionally written, double-spaced 6 page, double spaced, 12 inch font, 1 inch margins report on this team's dynamics and performance. You can attach an addendum as well with tables, charts, etc., if this helps you manage the 6-page limit. In your paper:

Part I: Describe the Team Characteristics:

1. Purpose: Is the purpose clearly stated and supported by all? Does it motivate team members? Is there an explicit and implicit or unconscious purpose?
2. Performance Measures: Describe any performance measures that the team uses. How do they judge their performance? How would you judge their performance based on the 3 effectiveness criteria from class: provide quality products or services that meet customer needs; enhance the development and well-being of all team members; enhance the team's ability to grow as a unit over time?
3. People: Describe the team's composition. Describe the different members' knowledge, skills, demographic backgrounds (e.g., gender, race, ethnicity, etc.), organizational background if relevant (e.g., function, level in hierarchy), and any other relevant categories. Discuss the impact of the team's composition on the team's performance.
4. Process: Describe the team's processes, including:
 - Roles: Describe the task and relationship enhancing roles that different members play in the group. For example, who keeps the team on task and how? Who makes sure all people are heard in the team and how? Who manages conflict and how? Describe the roles, if any, that are missing that would benefit the group. Describe any dysfunctional roles being played in the group and the consequences on the team's performance. For example, does someone dominate the conversation? Does someone not speak up? Does someone take people off track?
 - Norms: Describe any explicit or implicit team norms and their consequences on performance (e.g., time management, meeting styles, problem solving processes, delegation of work, accountability measures, etc.).
5. Preparation and Practice: Describe whether or not the team takes time to prepare, practice, or reflect on their process in order to learn from their experiences as a team.

Rate the Team: On a scale of 1-10 with 1 being a team nightmare and 10 being a great team, how effective would you say this team is? Why?

Part II: Describe the Leadership Processes:

Describe how leadership is handled in the team and the impact on team performance. Who acts as leader? What role(s) does the leader(s) play in the group and what kinds of interventions does he/she make? On a scale of 1-10 with 1 being a leadership nightmare and 10 being great leadership, how effective would you say the leadership is and why?

Part III: Recommendations:

Assume you are a consultant to this team. Describe: (1) The team's top 3 strengths; (2) the team's top 3 weaknesses; (3) 3 recommendations you would make to the team to enhance team performance and why.

Part IV: Learnings:

What are the most important lessons you learned from watching this team?

TEAM PROJECTS

Please complete this form and submit it to the Professor. Keep a copy of the completed form for your own records. You may also email the information to me within one week of the first day of class.

Provide a brief description of the team to be observed

List your team members, telephone numbers, and email. The first person listed will be the contact person should I need to get in touch with the group.

Name	Email
(Contact Person)	

Team Member Assessment

Name of person receiving feedback _____

Please be honest with your feedback. Your feedback will be combined with that of others on your team so that your feedback will remain anonymous and yet still be useful to your colleague. Your colleague will not receive a copy of this sheet; instead, s/he will receive a one-page summary of the scores from all team members.

Please assess this team member's behavior during this course by answering the following questions. Rate the person on a scale of 1-5 based on the following scale:

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Always

	Never	Sometimes	Always		
TASK SKILLS					
This person can be counted on to do his or her share of the work.	1	2	3	4	5
This person can be counted on to do a high quality job.	1	2	3	4	5
This person can be counted on to complete his or her tasks on time.	1	2	3	4	5
This person comes to all meetings he or she is expected to attend.	1	2	3	4	5
This person attends all meetings on time and stays as long as expected.	1	2	3	4	5
RELATIONSHIP SKILLS					
This person makes me feel like I'm an important member of the team.	1	2	3	4	5
This person treats everyone on the team with equal respect.	1	2	3	4	5
This person actively contributes to team discussions and dialogues.	1	2	3	4	5
This person encourages others to give their perspectives.	1	2	3	4	5
This person handles disagreement and conflict well in the team.	1	2	3	4	5

Team Project Grading Form that Professor Uses

Team Members:

Team Observed:

35 POINTS (Paper)

Quality of team observation (Did team thoughtfully answer all questions?):

Use of class concepts (Did team integrate useful concepts from class into their analysis?):

Quality of recommendations (Do recommendations seem important, appropriate, and feasible?):

Professional presentation (Is the paper professionally written?):

15 POINTS (Presentation)

Quality of presentation (Was the presentation thoughtful and creative? Did it provide useful insights for the class that will help class participants enhance their ability to create high performing teams?)