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**BAHR 560: Building High Performance Teams and Organizations**

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*Course Outline*

**COURSE INFORMATION**

<b>Course:</b> BAHR 560	<b>Term/period:</b> Period 1
<b>Division:</b> OBHR	<b>Instructor:</b> Dr. Wayne Rawcliffe
<b>Class times:</b> Saturday 8:30-4:00 pm	<b>Phone:</b> 604.868.6929
<b>Classroom location:</b> HA 132	<b>Email:</b> <a href="mailto:wayne.rawcliffe@sauder.ubc.ca">wayne.rawcliffe@sauder.ubc.ca</a>
<b>Course duration:</b> September 8 – Nov 4, 2018	<b>Office hours:</b> S - 7:00-8:15AM (or by appointment)
<b>Last updated</b> August 26, 2018	<b>Office Location:</b> HA 349

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**COURSE GOALS**

This course explores the fundamentals of building highly effective teams by analyzing team structure, team dynamics, team conflict and team leadership practices. Students will also explore leading teams in the context of managing different personalities, cultures, differing political agendas, and varying skill levels. The course will cultivate students' understanding of the theories underlying group and team behavior while informing how best to effectively lead teams in their quest to contribute positively to organization and business success.

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**LEARNING OBJECTIVES**

By the end of this course, students will be able to:

- Develop a Team Charter that specifies purpose and objectives, structure, decision making procedures and individual skills.
  - Design, set up, and manage teams so they have the highest possible chance of success.
  - Describe typical group/team dynamics and the role of interpersonal relations and communications.
  - Define effective and ineffective ways to resolve conflict and disagreements when they arise in a team setting.
  - Using a set of assigned case analysis questions, recommend strategies and tactics to enhance overall team effectiveness and efficiency.
  - Conduct a team effectiveness assessment.
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**ASSESSMENT SUMMARY**

Class Participation	15%
Team Charter	15%
Case Study Assignment	25%
Team Effectiveness Assessment	10%
Final Exam	35%

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**BRIEF COURSE DESCRIPTION**

Working in teams is a reality in organizations today. Teams have more talent and experience, more diverse resources, and greater operating flexibility than individual performers. It is not a leader's style that determines how well a team performs, but how well a leader designs and supports a team so that team members can manage themselves. Effective team leadership requires key conditions that any leader can put in place to increase the likelihood of team success.

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**COURSE MATERIALS & REQUIREMENTS**

Hackman, Richard J., 2002. Leading Teams: Setting the Stage for Great Performances. Harvard Business School Publishing Corporation. ISBN: 978-1-57851-333-8.

The above noted text is available at the UBC Bookstore. Articles and cases are assembled electronically in a BAHR 516 Case Package. Please visit the Course Content tab in Canvas and follow the step-by-step instructions to purchase via Ivey Online.

Students are expected to complete the assigned reading for each lecture before the lecture begins. This will be critical for class discussions and application of concepts covered. Lack of preparation will have an adverse impact on your class participation grade.

**ASSESSMENT**

**Class Participation (15%)**

Participation is a central focus of the learning process in this course. There is a strong emphasis on experiential learning and in-class discussions. A greater number of thoughts shared by students in the class means your participation is indispensable. You are expected to participate, and be prepared to participate, in all in-class discussions and case study assignment discussions (regardless of whether you are a presenting group). When you are not fully prepared for or miss a class, not only do you miss an opportunity to learn, so do the other students in the class. Discussion quality is more emphasized than quantity in evaluating your participation. Please note that the use of social media, initiating/replying to email or texts, and internet surfing (unless required for class purposes) will not be tolerated and will have an adverse impact on your participation grade.

**Team Charter (15%)**

Teams work better if the members are united to a common purpose and everyone is clear about their roles and expectations. Having a name (and possibly a logo), purpose statement, and set of objectives helps build unity, while defining roles and ground rules that let everyone know where they stand minimizing the risk of conflict and facilitating task completion.

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Your team for this course will be assigned before the course begins. You will develop a Team Charter for this team. You must upload your Team Charter to Canvas after the first class. A template is provided to you for this assignment. The context of your team charter will be the assigned Case Study Assignment. Your Team Charter will represent the “rules of engagement” for completing your Case Study Assignment and will help manage team member expectations and allow you to more ably handle possible conflicts that may arise in a teamwork setting.

The Team Charter is written for your team to help identify the skills, behaviours, and processes that you need to effectively manage in order to successfully deliver on your case assignment. The Team Charter should be practical and represent the unique style and needs of your team. The Team Charter should be complete enough to cover the main activities of the team and simple enough to be easy to manage and use as a guide for team performance.

Please upload a PDF file of Team Charter to this folder after class of the due date. Use the sample charter as a guideline.

**Team Case Study Assignment (25%)**

You will be expected to work in teams of up to six students to write (and present) an analysis of an assigned case study. Two teams will be assigned the same case study and may NOT work together on the assignment. Your assigned case study will be identified by the first lecture. Each of the two presenting groups will be assigned a separate set of questions for their assigned case study. Your analysis and response to the assigned questions must be captured in a double-spaced six-page (maximum) report and upload to Canvas. Each team will make an in-class presentation focused on exploring answers to their assigned questions. You must upload your PowerPoint slides to Canvas at the same time as your written report. Each presentation will be limited to 45 minutes (total 90 minutes for each case study in each assigned lecture). During the 45-minute presentation, you must engage your classmates in an interactive manner. This assignment is not intended to be a one-way presentation, but instead a class discussion forum prompted by each team's analysis of their assigned questions. Allow time for your Professor, and possibly your Teaching Assistant, to be actively engaged during your presentation through questioning and commentary.

**Team Effectiveness Assessment (10%)**

Evaluating team effectiveness is a critical aspect of teamwork in organizations. A Team Effectiveness Assessment involves critically evaluating the implementation of the Team Charter. Your team will be required to identify the structural elements and positive interdependent behaviours that helped and hindered the team in the context of the purpose statement and objectives established in your Team Charter. During the last class, you will be required to upload your Team Effectiveness Assessment to Canvas. A template will be provided to you for this assignment.

**Final Exam: (35%)**

The final exams vary each term. The exam is a case base exam that requires students to apply the learning gained during the course to specific situations. Students are asked to demonstrate not just memorization of concepts and theories but the effective application of those theories to team based scenarios. Exams may be online or on paper.

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**SCHEDULE**

DATES	CLASS TOPICS	ACTIVITIES / READINGS	What's Due
Class 1 Sat Sep 8	Leading and Developing High Performance Teams  Enabling Conditions	<ul style="list-style-type: none"> <li>Leading Teams: Chapter 1, 2, &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>Assignment Due: Team Charter</li> </ul>
Class 2 Sat Sep 22	Enabling Conditions con't  Team Presentations  Making Effective Decisions in Teams Simulation	<ul style="list-style-type: none"> <li>Leading Teams: Chapter 4, 5, &amp; 6</li> <li>Motivated Reasoning, Leadership &amp; Team Performance</li> <li>Chapter Enrichment Program Teams at the American Red Cross (A)</li> <li>MediSys Corp: The IntensCare Product Development Team</li> <li>Organizational Alignment: 7-S Model</li> <li>Simulation: Judgment in Crisis*</li> </ul>	<ul style="list-style-type: none"> <li>Team Case Study Assignment Due</li> <li>Team Case Presentations</li> </ul>
Class 3 Sat Oct 13	Imperatives for Leaders  Team Coaching  Self Directed Teams  Team Presentations	<ul style="list-style-type: none"> <li>Celeritas, Inc.: Leadership Challenges in a Fast Growth Industry</li> <li>Team Collapse at Richard, Wood and Hulme LLP</li> <li>Managing a Global Team: Greg James at Sun Microsystems, Inc. (A)</li> <li>Leading Teams: Chapter 6, 7 &amp; 8</li> </ul>	<ul style="list-style-type: none"> <li>Team Effectiveness Assessment</li> </ul>
Week 4 Sun Nov 4	Final Exam		<ul style="list-style-type: none"> <li>Final Case Online Exam</li> </ul>

\* The simulation does not require any advance preparation other than the assigned readings for the class. You must bring your laptop to class to engage in the simulation.

**COURSE AND INSTITUTIONAL POLICIES**

**Attendance:** As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on a student's transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

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**Tardiness:** As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

**Electronic Devices:** As per RHL policy on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL “lids down” policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

**ACADEMIC INTEGRITY**

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student’s responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC’s procedures for Academic Misconduct. In addition to UBC’s Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL’s policy on Academic Integrity.

**STANDARD REFERENCE STYLE**

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard. Please use this style to cite sources in your work unless directed to use a different style.

**LATE ASSIGNMENTS**

Late submissions will not be accepted and will receive a zero.

**CLASSROOM ETIQUETTE**

Students are expected to respect the following etiquette guidelines at all times:

- **Electronic Devices.** Students may use a tablet in class, if the tablet remains flat on the desk, is used only for course activities, and remains in “airplane mode” with access to Wi-Fi disabled.<sup>1</sup> Class slides will be posted on Connect at least one hour prior to class. Other electronic devices, such as laptops, mobile phones, or similar do not fit with the format of the class and are also distracting to your classmates to sit beside or behind you. Therefore, they are not allowed in class unless directed. Violation of this policy will impact your class participation grade.
- **Punctuality.** Class will start on time. It is distracting to your classmates for you to be climbing to your seat and settling in while they are trying to pay attention to the class. If you are absent or late more than three times, it will lower your class participation grade.
- **Beverages and snacks.** Out of courtesy to your classmates, please don’t bring anything messy, noisy, or smelly to eat or drink in class.

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<sup>1</sup> If your laptop can be laid flat on the desk, it is also allowed.