COURSE INFORMATION

Course title:	Building High Performance Teams and Organizations		
Course code:	BAHR 560	Credits:	1.5
Session, term, period:	2021W2	Class location:	HA 132
Section(s):	300	Class times:	Sunday 8:30 am-4:00 pm
Course duration:	April 10, May 1, 15	Pre-requisites:	n/a
Division:	OBHR	Co-requisites:	n/a
Program:	Professional MBA		

INSTRUCTOR INFORMATION

Instructor:	Wayne Rawcliffe, MBA, EdD, CPHR, SHRP		
Phone:	604.868.6929	Office location:	David Lam 427
Email:	wayne.rawcliffe@sauder.ubc.ca	Office hours:	by appointment

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.

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.

COURSE FORMAT

Typical use of class time –lecture, discussion, cases, flipped classroom (preparation and enrichment materials on Canvas)

LEARNING OBJECTIVES

By the end of this course, students will be able to:
- Develop a Team Canvas 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.

ASSESSMENTS

Summary

Component	Weight
Active Learning	10%
Team Case Study Assignment	30%
Team Effectiveness Assessment	25%
Final Exam	35%
Total	100%

Details of Assessments

Active Learning (10%)

Active learning 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 Case Study Assignment (30%)

You will work in teams of up to five students to write (and present) an analysis of a team case study. Choose a team that is performing below its potential. This could be a team that you or someone in your team is a member of. The team can be in a company, a not for profit, municipality or government. The team needs to be a "real" team (Hackman) and must have been together for a while with clear deliverables. The team can be a sports team, performing arts team, project team, marketing team, IT team, software development team etc. The team is not necessarily struggling but is not performing to its potential. The team has the possibility of being a high performing team.

Begin your paper by describing the purpose of the team, i.e., why it exists. Use what you have learned in the class (Hackman, psychological safety, elements of high-performance teams, etc.) to analyze the teams current state and reason for its underperformance. In the second half of the paper identify and describe strategies to improve the team's overall performance. It is not necessary to apply all the readings, but instead focus on two or three key theories or principles for analysis purposes. Your summary and analysis must be concise yet descriptive and explanatory.

Assignment: There is a 3,500-word limit (include word count) for the report and no limit on appendices. All reports are due online in PDF format via Canvas Assignments on due date.

Team Effectiveness Assessment (25%)

Teams work better if the members are united to a common purpose and everyone is clear about their roles and expectations. Having a 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. It is also important to understand each team member's skills and what they want to learn from the team experience.

Team Canvas/Charter. Your team for this course will assigned before the course begins. You will develop a Team Canvas (charter) for this team. A template is provided to you for this assignment in Canvas modules. The context of your team Canvas will be the assigned Case Study Assignment. Your *Team Canvas* 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 Canvas* will help your team to identify the skills, behaviours, and processes that you need to effectively manage to successfully deliver on your case assignment. The *Team Canvas* should be practical and represent the unique style and needs of your team. The *Team Canvas* should be complete enough the cover the main activities of the team and simple enough to be easy to manage and use as a guide for team performance.

Upload your completed *Team Canvas* to the course Canvas after the first class. Use the sample *Team Canvas* as a guideline.

Team Effectiveness Evaluation. Evaluating team effectiveness is a critical aspect of teamwork in organizations. A Team Effectiveness Assessment involves critically evaluating the implementation of the Team Canvas. 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 Canvas. A template is provided for this assignment in Canvas. During the last class, you be required to upload your Team Effectiveness Assessment to Canvas.

Final Exam: (35%)
The final exam is a case base exam that requires you to apply the learning gained during the course to specific situations. You are asked to demonstrate not just memorization of concepts and theories but the effective application of those theories to team based scenarios. Exam will be online.

LEARNING MATERIALS
Required: 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 560 Case Package. Please visit the Course Content tab in Canvas and follow the step-by-step instructions to purchase via Harvard Business Publications 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.

COURSE-SPECIFIC POLICIES AND RESOURCES
Missed or late assignments, and regrading of assessments
Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions
If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC's policy on Academic Concession.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL
Attendance
Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total

scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

COVID-19 Policies for Attendance & Academic Concessions:
If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an Academic Concession Request & Declaration Form.

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's self-assessment tool, to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an Academic Concession Request & Declaration Form, and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

COVID-19 Safety in the Classroom:
Masks: Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term "masks" refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

Seating in class: To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus: https://students.ubc.ca/campus-life/returning-to-campus

Punctuality
Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices
Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research

shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change)

Class	Topic	Readings or Activities	Assessments due
Class 1	Introductions Course review High Performance Teams: Team Canvas/ charter	Text: Leading Teams: Chp 1, 2, 3, 4, & 5 Article: Secrets of Great Teamwork	Team Canvas/ Charter
Class 2	Case study Leadership and Teams 7S Model	• Organizational Alignment: 7-S Model • Case: Celeritas Inc.: Leadership Challenges in a Fast Growth Industry • Simulation: Leadership and Team Simulation: Everest V3*	
Class 3	High Performance Teams: Case study Other issues: • Gender & Teams • Multi-cultural Teams	• Text: Leading Teams: Chapter 6, 7 & 8 • Managing a Global Team: Greg James at Sun Microsystems, Inc. (A) • Article: Managing multi-cultural teams • Article: The impact of gender diversity of the performance of business teams	Team Effectiveness Assessment Team Case Study
Exam	Final Exam	Case: MediSys Corp: The IntensCare Product Development Team	Online Case Exam

*The simulation does not require any advance preparation other than the assigned readings for the class. You must have access to a laptop or desktop computer to engage in the simulation.