COURSE INFORMATION

Course title:	Building High-Performance Teams		
Course code:	BAHR 560	Credits:	1.5
Session and term:	2023W1	Class location:	Henry Angus (HA) 337
Section(s):	301	Class times:	Sun: 8:30 AM to 4:00 PM
Course duration:	Sept 10-Oct 29, 2023	Pre-requisites:	n/a
Division:	OBHR	Co-requisites:	n/a

INSTRUCTOR INFORMATION

Instructor:	Wayne Rawcliffe, MBA, EdD, CPHR, SHRP		
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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 behaviour while informing how best to effectively lead teams in their quest to contribute positively to organization and business success.

COURSE FORMAT

The course is a blend of classroom learning, team and individual projects, and case preparation.

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.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
Goal 4: Quality Education 4 QUALITY EDUCATION	***Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*** Eliminate disparities in access to training and development related to organizational change readiness, implementation, and sustainment. Account for literacy and numeracy, equity in access to learning, responsible management topics, safe, inclusive, and effective learning environments.

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.

Other Course Policies and Resources

[Include the following policies and resources as appropriate.
▪ Policies on assessment due prior to students joining the course (i.e., during the add/drop period).

Code Plagiarism

Code plagiarism falls under the UBC policy for Academic Misconduct. Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgment" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

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.

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 Indigeneity (including identification as First Nation, Métis, or Inuit), 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.

Use of Artificial Intelligence

Generative AI (Including ChatGPT) Not Permitted

Any work submitted must be your own original work, written without outside assistance or collaboration. Any use of generative artificial intelligence (AI), including ChatGPT, is not permitted and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the UBC Academic Calendar.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

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 with consultation)

Date	Topic	Readings / Activities	Assignment
Class 1 Sep 10	Introductions Course review High Performance Teams: Team Canvas/ charter	Text: Leading Teams: Chp 1, 2, 3, 4, & 5 Article: Secrets of Great Teamwork Article: Making Dumb Groups Smarter Article: The Discipine of Teams Case: Snook, Scott A., and Jeffrey T. Polzer. "Army Crew Team, 2003. Canvas Preparation	Team Canvas/ Charter Class Contribution Discussion
Class 2 Sep 24	Psychological Safety Case study Leadership and Teams 7S Model Gender and Teams	Organizational Alignment: 7-S Model Case: Celeritas Inc.: Leadership Challenges in a Fast Growth Industry Article: Woolley, A., & Malone, T. (2011). What makes a team smarter? More women (Links to an external site.). *Harvard business review*, *89*(6), 32-33. Article: Hoogendoorn, S., Oosterbeek, H., & Van Praag, M. (2013). The impact of gender diversity on the performance of business teams: Evidence from a field experiment. Management Science, 59(7), 1514-1528. Canvas Preparation	Gender and Team Performance Discussion
Class 3 Oct 15	High-Performance Teams: Case study Other issues: Multi-cultural Teams	Text: Leading Teams: Chp 6, 7 & 8 Managing a Global Team: Greg James at Sun Microsystems, Inc. (A) Article: Managing multi-cultural Teams Canvas Preparation	Team Effectiveness Assessment Team Case Study
Exam Oct 29	Final Exam	Case: MediSys Corp: The IntensCare Product Development Team	Online Exam