

STATE UNIVERSITY OF NEW YORK AT BUFFALO
SCHOOL OF MANAGEMENT

MGG 643
Team Building
Spring 2006

Professor Dansereau
276 Jacobs Management Center
Office Hours: W. Th. 9:10 - 10:10 PM
and by appointment
Phone: 645-3236 (O); 838-4641 (H)
E-mail: mgtdanso@acsu.buffalo.edu
E-mail for attachments: tubisz@buffalo.edu
Fax: 645-2863 (Advise of fax
transmission in advance.)

COURSE OUTLINE FOR TEAM BUILDING

This is a course for MBA students about team building. It has two purposes. The first is to offer a course that focuses on recent developments in team building in most major US organizations. You will read or hear about team building approaches as they are occurring in organizations such as Cape Coral Hospital, Developmental Dimensions International, K. Shoes Ltd., Miller Brewery Company, Mine Safety Appliances, Pfizer, Sterling Winthrop, U Car Canbon, Ampex Systems, Colgate-Palmolive, Harris Computers, Kodak, Milwaukee Mutual Insurance Company, Texas Instruments, Westinghouse, Merck, Johnson & Johnson, Sun, the EPA, IDS Financial Services, AES Corporation, General Electric, Burlington Northern, Garden State Brickface, Volkswagen, AT&T, GM, Ford, among numerous others.

Second, we will use in-class exercises to focus on how to work in teams. These will not be abstract experiences but rather will focus on specific actions that are useful in functioning in teams.

To provide experience and coverage of the key topics, the textbook below is used. To provide more complete coverage, the 29 books about team building listed and organized at the end of the course outline will be covered using a team approach. (The list of requirements appears on the next page.)

This course will differ significantly from most others courses you have experienced. In this course, the instructor will use empowering tools that encourage some team based decision making even about the course itself. Because a major portion of the course will occur from actual experiences in teams, attendance is critical.

Required Text

Mears, P & Voehl, F. Team Building: A Structured Learning Approach. Delray Beach, FL: St. Lucie Press.

Supplementary (optional) text

Creating Teams with an edge. Harvard business School Press (2004)

General Comment

There will be numerous in-class exercises in which you will have to interact with other students. If you have problems in dealing with people who differ from you in terms of age, religion, or creed, color, disability, national origin, race ethnicity, sex, marital or veteran status or sexual orientation, it is expected you will overcome them and not bring your problems to class. Discrimination of this type is against the law in New York State.

Deliverables and Grading

1. Integrative Paper	15 points
2. Final Journal Report (Log)	25 points
3. Summary & Presentation of Reading Team	25 points
4. Team Project & Presentation	25 points
5. End of Class Reviews	10 points

Description of Requirements

All material is due by Wednesday, May 3, 2006.

(Note: As indicated below, these requirements will be refined somewhat by the class as a team during the course. Specifically, the class will be deciding how teams will distribute some of the points.)

Deliverable 1: Integrative Paper (15 points). The purpose of the integrative paper is to show how all the parts of the course fit together. The integrative paper should focus on how to function in teams as a team member and a leader. It should illustrate the use of the key points that you learned from the course (see sheet with list of key concepts). This is an essay about what it means to you to be a member and leader in a team in an applied way. This can be done in a number of ways. For example, by relating your previous experiences at work to the key concepts in the course or by describing how you would develop a team in a particular situation. You can also write an essay that shows how the key parts of the course fit together. You must pull the key concepts in the course together. **(See sheet of key concepts in the handout for the course which provides a way to structure the paper.)**

Deliverable 2: Final Journal Report (Log) (25 points). You will need to submit a journal (log) that describes what you learned from each of the in-class experiential exercises completed in class and for each team meeting outside class. The journal also will describe the learning about each topic based on team activities. Specifically, keep a log for each team meeting regardless of whether in class or not that details what happened and what you learned in terms of how to function in teams and lead in teams. This is a question about how to function in specific teams not about teams in general. There should be a log entry whenever your team meets. You must submit the journal no later than March 29 for a non-graded review. You can submit it as ma

times as you want before or after that date. **(Detailed instructions for and examples of log entries will be provided.)**

Deliverable 3: Readings Team (25 points). On the dates listed, teams will present the supplementary readings assigned to each team. There are four readings teams that focus on different topics: 1. What it means to be a team player, 2. How to function in different types of teams, 3. How to lead a team, and 4. Popular views of teams. A student participates in one team and uses one book assigned to that team as their contribution. A paper will also be due on the readings at the end of the semester, or earlier if you want feedback sooner. In general, you will present as a team member. But you will also work with the team to develop a team based class exercise during the presentation. (An example of this project will be given to each team.) Until March 8, in-class exercises will include the readings teams on and after March 22, in-class team meetings will include the project teams. A maximum 15 points will be available for distribution by team members and the class at large of which at least 5 points must be given by the class. The length of the presentation should be about 40-60 minutes. **Examples of readings teams paper will be provided.**

Deliverable 4: Team Project (25 points). The purpose of this project is to provide an opportunity to use your team skills all at once. You will form a team (4-7 people) that can focus on any topic or attempt to accomplish any outcome about which you are interested that relates in some way to teams. The topic needs to be approved by me. (Examples of topics include: virtual teams, team-based compensation, strategic teams, global team partnering.) You will present the outcome from this exercise in class and in a group paper. The length will be about 25 minutes. Note: You will need to keep a log of these meetings. A maximum of 15 points will be available for distribution by team members and the class at large of which at least 5 points must be given by the class. Be sure to develop the basis for point distributions within groups. It is expected that this project should be completed during the in-class meetings from March 22 to April 19 with, at most, one or two meetings outside of class. **Example of team project papers will be provided.**

Deliverable 5: End of Class Reviews (10 points). Ten points will become available in the following way. During some classes, you will be asked to write a description of what you learned from the class session and how it applies to your own or another work situation or to comment on some concept. One half of a hand-written page will suffice. Note that you can only submit these reviews at the time they are assigned in a particular class session. The number of points you receive for a particular class can vary. No one will be penalized points for missing class for a significant reason such as a serious illness, death in the family, etc. Be certain to see me when this occurs.

Note About Team Points Given By Teams. There will be in-class discussions about how the team point distributions can be set up. Moreover, the number of points given by teams will decrease if the class prefers it.

Review of Points

End of Semester Paper and Journal Graded by Instructor		40 points total
Final Journal and	25 points	
Integrative Paper	15 points	
End of Class Review Graded by Instructor	10 points	10 points total
Readings Team		25 points total
Instructor Grade of Paper	10 points	
Class Grade for Presentation	5 points at least	
Team Grade of Members	10 points at most	
Team Project		25 points total
Instructor Grade of Paper	10 points	
Class Grade for Presentation	5 points at least	
Team Grade of Members	10 points at most	

Hint for your journal: In your meetings, your recorder and facilitator should help to provide journal entries.

READING LIST AND PRESENTATION LIST

January 18	Introduction
Jan 25-Feb 1	Missions, Values, Goals, Objectives and General Characteristics of Teams and Team Leaders Topics I to V Team Building and Synergy, Required Text Chapter 1 Continuous Quality Improvement Issues, Required Text Chapter 2 Optional text Chapter 1 and 2
February 8	Basics of Team Processes and Meetings Typically team meetings during class begin here Topic VI Empowerment, Required Text Chapter 3 Supportive Team Cultures, Text Chapter 4 Optional text Chapter 3
February 15	Accountability and Feedback Topic VII and VIII Team Building Phases, Required Text Chapter 5 Optional text Chapter 4
February 22	Accountability (continued) and Conflict Topic IX Optional text Chapters 5 and 6
March 1	Problem Solving and Decision Making Topic X Understanding How We Think, Required Text Chapter 6 Optional text Chapter 8
March 8	Leadership and Expanded Roles (Extra time may be available for reading teams to meet) Other issues, Required Text Chapters 7, 8 and 9 Optional Text Appendixes
March 22	Open Session to prepare Team Projects
March 29	Readings Team #1 Presentation* Being a Team Player

- April 5 Readings Team #2 Presentation*
Being a Team Player in Different Types of Teams
- April 12 Readings Team #3 Presentation*
Being a Team Leader
- April 19 Readings Team #4 Presentation*
Popular Approaches to Leading and Being in a Team
- April 26 Second set of teams present

*A little less than half of each of these sessions will be set aside for meetings for the second set of teams (the Project Teams). Note: Continued team membership depends upon the rules set up by you and your team. If you are dropped by a team, you will not receive any team distributed points.

READING LIST FOR THE READINGS TEAMS (DELIVERABLE 3)

You select one of these books from one team for your contribution in your reading team

Team #1:

Basic Issues and Concepts of How One Works in Teams. What Does it Mean To Be A Team Player (with the use of introductory material, define team building and get students involved in it).

- a. LaFasto, F. and Larson, C. (2001). When Teams Work Best: 6,000 Team Members and Leaders Tell What It Takes to Succeed, Thousand Oaks, CA: Sage Publications, Inc.
- b. Larson, C., Lafastof (1989). Teamwork: What Must Go Right, What Can Go Wrong. Newberry Park, CA: Sage Publishing.
- c. Parker, G., (1990). Team Players and Team Work, San Francisco, CA: Jossey Bass. How to work in a team as an adaptive team player and guidelines for analyzing teams strength and weaknesses.
- d. Reddy, B. and Jamison, K. (1988). Team Building Blueprints for Productivity and Satisfaction. NTLBDefinitions of Team Building and Stages of Team Build
- e. Rees, F. (1997). Teamwork from Start to Finish, San Francisco, CA: Jossey-Bass/Pfeiffer
- f. Tjosvold, D. (1991). Team Organization: An Enduring Competitive Advantage. New York, NY: Wiley. General overview of team issues.
- g.. Varney, G. H., (1989). Building Productive Teams: An Action Guide. San Francisco. CA: Jossey Bass. Description of how to evaluate how well a team is performing.
- h. Wheelan, S. (2004). Creating Effective Teams: A Guide for Members and Leaders Thousand Oaks, CA: Sage Publications, Inc.

Team #2:

Various Types of Teams. How does one function differently in different types of teams as a team member?

- a. Gardenswarte, L. and Rowe, A. (1994). Diverse Teams at Work, Chicago, IL: Irwin.
- b. Manz, C. and Sims, H. (1993). Business Without Bosses. New York, NY: Wiley. Another view of self-directed teams.
- c. Parker, G. (2002). Cross Functional Teams. San Francisco, CA: Jossey Bass. A focus on and illustration of cross functional teams.
- d. Wellins, Byhan, and Dixon (1994). Inside Teams. San Francisco: Jossey Bass. How 20 world class organizations are winning through teamwork.
- e. Wellins, Byhan, and Wilson (1991). Empowered Teams. San Francisco, CA: Jossey Bass. Discusses nature of self-directed teams.

Team #3:

Leading Teams. How does one lead a team?

- a. Deeprope, D. (1995). The Team Coach. New York, NY: AMACOM.
- b. Hargrove, R. (1995). Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together, San Francisco, CA: Jossey-Bass/Pfeiffer .
- c. Holpp, L. (1999). Managing Teams. New York, NY: McGraw Hill.
- d. Nadler, D. and Spencer, J. (1998) Executive Teams. San Francisco, CA: Jossey-Bass.
- e. Rees, F. (2001). How to Lead Work Teams: Facilitation Skills. San Diego, CA: Pfeiffer & Company.
- f. Thompson, L. (2000). Making the Team: A Guide for Managers, Upper Saddle River, NJ: Prentice Hall, Inc.
- g. Tjosvold, D. and Tjosvold, M. (1991). Leading the Team Organizations. New York, NY: Lexington Books.

Team #4:

Popular approaches to teams from trade publications: General views of team application and integrative type material.

- a. Boynton, A. & Fischer, B. (2005). Virtuoso Teams. New York: Financial Times Prentice-Hall
- b. Fisher, B. and Thomas, B. (1996). Real Dream Teams. Delray Beach, FL: St. Lucie Press.
- c. Katzenbach, J. (1998). The Work of Teams, Boston, MA: Harvard Business School Press
- d. Katzenbach, J. and Smith, D. (1993). The Wisdom of Teams: Creating the High Performance Organization. New York. NY: Harper Collins.
- e. Katzenbach, J. and Smith, D. (2001). The Discipline of Teams: A Mindbook-Workbook for Delivering Small Group Performance, New York, NY: John Wiley & Sons, Inc.
- f. Lencioni, P. (2002, 2005). Book 1: The Five Dysfunctions of Teams, Book 2: Overcoming the Five Dysfunctions of Teams. San Francisco, CA: Jossey-Bass
- g. Martin, D. (1993) Team Think: Using the Sports Connection. New York Penguin Books.
- h. Lundy, J. (1994). Teams: How To Develop Peak Performance Teams For World Class Results. Chicago, IL: Dartnell.
- i. Sanborn, M. (1992). Team Built: Making Teamwork Work. New York: Master Media Limited.

Team #5 (not likely to be used):

Organizational Design and Development Approaches to Building Teams on an Organization-wide basis. How does one change an entire organization to a team based organization? (Likely to be dropped based on enrollment and interest.)

- a. Beyerlein, M., Freedman, S., McGee, C., and Moran, L. (2003). Beyond Teams: Building the Collaborative Organization, San Francisco, CA: Jossey Bass/Pfeiffer.
- b. Ketchum, L. and Trist, E. (1992). All Teams Are Not Created Equal. Newberry Park, CA: Sage.

- c. McDermott, L., Browley, N., and Waite, W. (1998) World Class Teams. New York, NY: Wiley.
- d. Mohrman, S., Cohan, S. and Mohrman, A. (1995) Designing Team Based Organizations. San Francisco, CA: Jossey Bass.
- e. Ray, D. and Bronstein, D. (1995) Teaming Up. New York, NY: McGraw Hill.
- f. Sunstrom, E. (1999). Supporting Work Team Effectiveness. San Francisco, CA: Jossey-Bass.

There are duplicates of some books. All books must be used before duplicates are used.

SUMMARY OF COMMENTS FROM PREVIOUS STUDENTS

1. Get a well thought out mission statement together. It's really important. It will guide you through episodes that occur when your team loses focus. Try and develop a semester calendar for your projects and keep track of your progress. It is tempting to work at a slow pace at the beginning when all the presentations and papers are due at the end. Develop a sense of urgency at the beginning and you'll experience less stress at the end. (Mission and action plan)
2. Talk about your values and needs as they relate to quality. Some people might be happy turning just about anything in for your projects, while others may want it all to be perfect. Establish your team's criteria for quality from the outset. Such criteria might develop through a negotiation process that takes into consideration each team member's values and needs. A related topic is the extent to which members are willing to work at being a team. Honestly evaluate your team's commitment to teamwork. (Problem solving, decision making, and accountability)
3. Establish team rules. Revise them as you go along. They will help you resolve conflicts. Don't forget to provide feedback to each other in teams of how the rules are being interpreted and adhered to. (Accountability and feedback)
4. You may want to set up a formal process for resolving conflicts. There is nothing wrong with having conflicts except when they are left unresolved. (Conflict)
5. As you progress, hopefully, leadership will become less formal and everyone contributes and directs the team. Remember that leadership is but one member role. The formal meeting role of facilitator or service role of observer could probably be increasingly emphasized at this point. This will help you maintain positive team functioning. (Leadership)
6. We did the first group interview exercise that was really helpful in developing a sense of trust and understanding within our group.
7. Try to utilize the diversity of the team rather than allowing it to create obstacles.
8. The experience may be frustrating at times but don't get discouraged--it is part of the learning process.
9. If the team progresses through the development stages anticipated, the end result will be a rewarding and satisfying process.