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|  | **MOR 473 – Designing and Leading Teams** |
| **Syllabus – Spring 2013 – Tu & Th – Noon to 1:50 pm** |
| **Professor:** Robert B. Turrill, PhD |
| **Office:** Bridge Hall 303D |
| **Office Phone:** (213) 740-0732  **Office Hours***:* Thursday 2:00 to 4:00 pm and by appointment |
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**Course Description**

This elective course is about the design, development, and performance of teams in business and in other formal organizations. This course is also about you – your ability to perform within a team, including your ability to formally and informally provide essential leadership to the team. This course is about high-performance teams and the outcomes they produce for their major stakeholders, which includes the members of the team. This course is about learning and practicing high-performance team fundamentals, many of which you know at some level already, so that when it comes time for performing, your perception and behavior for what needs to happen will be automatic. This course is about intervening in groups – problem solving, process consulting, facilitating, coaching and directing, etc. This course is also about having fun in teams, fun that originates in high performance, and is an outcome of high performance, rather than a process that precedes, or substitutes for, performance.

**Learning Objectives**

1. Using self-assessment techniques, to understand and develop one’s own style and performance capabilities in analysis, design, membership, and leadership.
2. To develop skill and knowledge in the design, development, and leadership of high performance teams.
3. To develop interpersonal skills and effective team member skills.
4. To develop team leadership, facilitation, and coaching skills.
5. To develop diagnostic and problem-solving skills applied to a team context.
6. To develop values and orientations toward team accountability and results.

**Required Materials**

GROUP DYNAMICS FOR TEAMS, 3d ed., Daniel Levi, Sage Publications, 2011

COURSE READER – Cases & Articles (in Bookstore)

**Prerequisites and/or Recommended Preparation:**

BUAD 304 Recommended.

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**Course Components:**

1. Case Component: We will discuss at least one case per week; to practice analysis of organizational situations, and to learn how to recommend various interventions or redesign opportunities. This is to practice perception, analysis, action capability, and to learn vicariously from others’ situations. For each of the five (of 11) cases you select, you will turn in no more than three pages of typed notes (double spaced) answering the same four general questions for each case (listed on the last page of this syllabus), or questions that will be assigned to specific cases and posted on Blackboard under “Assignments.”
2. Experiential Component: We will work in the ELC several times during the semester, and about half of the class sessions will also be used for experiential exercises. Everyone is expected to attend all sessions and participate fully in these skill-building and problem-solving exercises. We will focus on interpersonal, team, and facilitation skills. We will have one day devoted to outdoor team-building activities (February 15).
3. Intellectual Component: This component focuses more on your cognitive abilities, and includes reading, learning models of behavior, design, and leadership, discussing ideas from the readings and from other sources.
4. Team Performance Component: You will have two team project assignments this semester. You will write-up both projects and briefly present your findings and your experience as a team to the class, and present your non-profit project to your client.
5. Field - Observation and Action Component: (a)Your first project will be to observe another team in action; to document the team's behavior, design, process, and effectiveness as well as to understand what makes the team unique. (b) The second team project is to "do" something as a team, i.e., to complete a short community service project that provides a service to others. Using selected community service agencies, we will complete several team-based projects. Once the agency is selected by each team, there will be sufficient planning time to get ready for the project presentation to the client group. In addition to assisting a selected agency, group, or organization, this project will engage you in “service-learning,” a learning strategy that links academic courses to the community and provides a mutual learning experience for all parties. Completed projects will be presented to the clients and the class on April 26. Project “deliverables” will be presented both to the client and to the instructor for evaluation.
6. Self-Assessment Component: You will have several opportunities to use self-assessment techniques to develop greater self-knowledge and as a basis for skill and knowledge improvement. We will begin with the MBTI and the FIRO-B instruments.

We will add other self-assessment techniques as we progress. At the end of the semester your will summarize your team experience and learning through a self-assessment paper using personal assessment data (your team members and your own)

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and an analysis of your team and its effectiveness. You will answer the following questions:

1. Was your team a high-performance team? Why or why not?
2. What is your model for a high-performance team?
3. What would have made your team a high-performance team?
4. How could your personal performance (leadership and membership) have assisted your team to be a higher performing team?

To prepare for this assignment, I would suggest keeping a journal for documenting your experiences, perceptions, insights, questions, and analysis from the very beginning of your team formation.

**ASSIGNMENTS AND EVALUATION**

Individual Assessment:

Mid-term exam (based on the Levi text, articles, and lecture notes) 20%

Self-assessment paper (due on final exam date) 20%

Case notes on three cases 10%

Peer and instructor evaluation of contribution to

teams and to the class (includes attendance, preparation,

and participation). Also, peer evaluation will be applied to team project grades ultimately. 10%

Team Assessment:

Observation and analysis of another team 20%

Team community service project 20%

\_\_\_\_ Total 100%

Each graded assignment will be evaluated on a 10-point scale where 9-10 is an "excellent analysis, paper, exam, or report.” This allows for everyone to do well on any single assignment, e.g., team projects. The course will meet the grade guideline of the Marshall School of Business, which is a 3.3 gpa for an elective course (no longer a rigid target).

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**Course Expectations:**

1. Preparation: You will do no more than three pages of typed notes (double spaced) on three (3) assigned cases before you come to class on the day the case is scheduled. These notes will be handed in and returned to you with brief comments and a score between one and three where 1 = below expectations; 2 = meets expectations; and 3 = exceeds expectations.

Because you will do notes on the cases, you will not be asked for notes on the readings. But you will be expected to respond to questions or to discuss the readings in class the day they are assigned. You will also be expected to be prepared for your team meetings, some of which may be in class. Each person will be subjectively evaluated by the team and by the instructor as to their preparation for the sessions in addition to their contribution to the team performance.

1. Participation: Given the nature of the course, it will be relatively easy to participate. In teams, all members must carry their share of the work. However, we are all

different in how we express our participation, so a wide range of participation activities is expected, but performance must be demonstrated within the teams and the class. Peer evaluation will be completed at the end of the semester within each team, and will affect your team project grades.

1. Focus: During class time and during your team meetings and research, it is critical to be focused on the task, topic, case, etc, that is assigned. This would include not reading the DT, engaging in side conversations, working for another class, etc. However, focus takes energy, concentration, and your intention to carry your share of the responsibility to make your team and the class effective for everyone. **Because this is a team and case discussion course, please close your laptops, tablets and e-readers during class, and turn off other electronic devices and cell phones.**
2. Attendance: Everyone at some time must miss class. I expect you to be responsible and let me know in advance when you will miss a class wherever possible, or to follow-up when it is not possible. Attendance will be recorded every day and is considered in the final evaluation of performance.

Showing up for your team and for the class is part of your responsibility. **Excessive absences (more than three) will negatively affect your final grade in the course.** The attendance expectation also applies to being fully present the entire class, not coming late, or leaving early, or leaving and returning to class. Please let me know if you have a systematic problem that would affect your prompt attendance in this class.

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**MARSHALL GUIDELINES**

**Retention of Graded Coursework**

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student.

**Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit [www.usc.edu/disability](http://www.usc.edu/disability) .

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu/).

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**COURSE CALENDAR/READINGS/CLASS SESSIONS**

Typical weeks will involve both experiential sessions and content sessions. There may be additional assignments as the semester progresses, or we may make changes to the schedule based on the progress and needs of the class. Readings and cases are due on the date they appear on the schedule. "R" refers to the Course Reader. Dates and assignments may change as we progress through the semester. You are required to do three (3) sets of case notes, chosen from the eleven cases assigned. Questions for each case will be posted on Blackboard under “Assignments.”

# Week Date Topic Readings and Cases

1 Jan 15 Introduction to the course and to the study of teams.

Jan 17 Purpose and nature of groups and teams Read Levi – Ch 1

Read "The Discipline of Teams" - R

"The Case of the Would-Be Team" (H/0)

2 Jan 22 Types and uses of teams Read Levi - Ch 2

Jan 24 Successful team performance “The Team That Wasn’t” Case - R

Read “Why Teams Don’t Work” - R

3 Jan 29 Work groups as social systems SSCS (H/O)

Jan 31 Starting strong/ identity issues Read Levi - Ch 3

"The Slade Plating Dept" Case - R

4 Feb 5 Basic team dynamics Read Levi - Ch 4

Form teams Read "A Note on Team Process" - R

Read “Building Effective Teams in Real Time” - R

Feb 7 Building trust and effective Read Levi - Ch 6

communication Read "Trust Makes the Team Go 'Round" R

Meet in the ELC "Henry Tam and the MGI Team" Case - R

5 Feb 12 Team building Read Levi - Ch 17

Feb 14 Designing self-directed teams “RL Wolfe: Implementing Self-

Directed Teams” Case

**Feb 15 Outdoor team-building experience in Culver City (8:30 to 4:00 pm)**

6 Feb 19 Team decision-making Read Levi - Ch 9

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Feb 21 Team problem-solving Read Levi - Ch 11

“The Army Crew Team” Case - R

7 Feb 26 Team creativity Read Levi - Ch 12

Feb 28 Evaluating and rewarding teams Read Levi - Ch 16

"Sun Hydraulics Corp" Case - R

8 Mar 5 Managing team conflict Read Levi - Ch 7

“Datavision” Case - R

Mar 7 Power and influence Read Levi - Ch 8

9 Mar 12 Leading teams Read Levi - Ch 10

Read "Managing Your Team" - R

"The Chattanooga Ice Cream Division" Case - R

Mar 14 **Mid-term exam**

Mar 19–21 **Spring break**

10 Mar 26 Self-managing teams “C&S Wholesale Grocers: Self-Managed

Teams” Case

Mar 28 Meet in the ELC

11 Apr 2 **Reports presented on “team observation” projects**

Apr 4 Task forces and project teams Read “Managing A Task Force - R

“Aston-Blair, Inc” Case

12 Apr 9 Collaboration vs competition Read Levi – Ch 5

Apr 11 Using cross-functional teams “Quantum Corp" Case

13 Apr 16 Inter-team differences Read Levi - Ch 13

Apr 18 Team culture Read Levi – Ch 14

“Giant Inc: Formation of the A-Team” Case

14 Apr 23 Virtual teams Read Levi – Ch 15

Apr 25 Preparation for client presentations

Apr 26 **Presentation of projects to clients**

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15 Apr 30 **Team presentations (wrap-up, summaries, and evaluation)**

May 2 **Team presentations (wrap-up, summaries, and evaluation)**

May 15  **Individual paper due** **– 2:00 pm**

## **CASE QUESTIONS**

On assigned cases, use the following questions as the basis of your notes if specific questions for the cases are not posted. If specific questions are posted, use those questions rather than the general questions listed here.

1. What are the background factors you will use to understand the case? Why and how are they useful?
2. What is the case about? (e.g., behavior, problem, design, dilemma, etc.)
3. What is your assessment of, or your recommendations for, the case?
4. Why? What is your analysis leading to your conclusions or recommendations? Look for potential causal relationship and linkages. Think systemic!

**We will use Blackboard for posting notes and assignments. Please review the “announcements,” “assignments,” and “content” folders frequently for lecture notes, and changes in assignments. Some assignments may be changed depending on the progress of the class and sequencing issues.**