

# UC-Davis GSM

## MANAGEMENT 267 Teams and Technology (Spring 2021) Syllabus

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Office Hours: Thursday, 4:45-5:45 pm (Zoom) & by appointment

Class: Thursday: 6-9 PM (Zoom)

### **Course Description**

Organizations have increased their use of teams to enhance effectiveness, increase creativity and innovation, increase productivity, and to gain a competitive advantage. While teams offer great potential to meet these objectives, they also face challenges that hinder it from becoming a high performing team. These teams may experience conflict, poor communication, mistrust, or other barriers to team effectiveness. This course examines various facets that may make teams more or less effective, including its external network or environment (X-Teams), as well as the challenges faced by different types of teams (i.e., virtual or global).

The course includes experiential activities, including online simulations, to illustrate and demonstrate team concepts.

### **Course Readings**

Purchase the HBS course packet from the following link:

<https://hbsp.harvard.edu/import/817366>

Some readings will be posted to Canvas (as noted in the readings).

An online link will be provided for **each** of the two HBS simulation at least a week before the simulation.

### **Faculty Contact Information**

If you have any questions about the course, the readings, or assignments, please do not hesitate to contact me by email ([sflatt@ucdavis.edu](mailto:sflatt@ucdavis.edu)) to arrange a time to meet by Zoom or phone.

### **Course Format**

The course consists of a combination of lecture, discussion, experiential team exercises, and in-class team simulation(s). Therefore, it is critical that the readings are completed prior to class to ensure lively discussions and preparedness for group exercises.

The syllabus, assignments, selected class material, and ppt slides will be available on Canvas (Note: ppt slides will be posted to Canvas within one hour before class.)

### **Class Requirements**

1. Active participation in class discussions and group exercises, where your response reflects an application of readings, insights from your personal experience, critical thinking, and/or analytical thinking in your contributions.
2. Assignments must be completed on time. Late assignments require prior approval or will automatically receive point deductions for each day it is late.
3. Class attendance is expected. Zoom classes can be exhausting. However, if you need to miss a class please contact me as soon as possible since your absence could impact your participation grade as well as your team's activity for a session. Missing class on the day of a scheduled simulation will result in an automatic 10 point deduction since you will not be able to write a reflection paper on the simulation. If an emergency arises on the day of a scheduled simulation, contact me to complete an alternative assignment.

### **Course Objectives**

1. Analyze team design (i.e., team composition, roles, and communication systems) for appropriateness.
2. Assess and enhance team effectiveness.
3. Evaluate team conflict and implement possible resolutions.
4. Analyze the complexities of virtual and global team dynamics.
5. Examine team trust and psychological safety.
6. Develop skills to implement a high performing team.

### **Course Evaluation**

Course requirements consist of two written assignments, a group project, and class participation. No late assignments will be accepted.

Case 1 (team)	15%
Case 2 (individual)	15%
Team Project	20%
Team Charter/Proposal	5%
Team Presentation	10%
Class Participation	20% (10% in class; 10% team peer assessment)
Reflection Paper ('Team Chemistry')	5%
Reflection Paper (Global Collaboration)	5%
Reflection Paper (Patient Zero)	5%

Final letter grades will be assigned according to the following percentages:

A	93+	C+	77-70	D-	60-62
A-	90-92	C	73-76	F	< 59.9
B+	87-89	C-	70-72		
B	83-86	D+	67-69		
B-	80-82	D	63-66		

### **Team Case Analyses: 2**

The two written case assignments will require you to apply concepts and analyze a case and/or answer questions about concepts from the readings and class discussion. Assignments will be posted to Canvas (approximately 5-7 pages for each case analysis).

### **Team Project**

Your team will develop a proposal that ‘develops’ something – new product, revise a product, develop a new process or procedure, or revise a process or procedure. As a project team you will apply the principles from the class, which will include a critical assessment of your own team. The Team Project Outline for the project requirements will be provided and posted to Canvas. Additionally, each team will submit a team charter, team proposal, and present their project.

### **Individual Reflection Papers: 3**

The first reflection paper will be to apply the ‘team chemistry’ (*Spotlight on the New Science of Team Chemistry*) assessment to yourself. Everyone will participate in two HBS simulations that illustrate different concepts. The two simulations are: Global Collaboration and Project Zero. A one (1) page, single-spaced, individual reflection paper is required for each simulation. These reflection papers require application of course concepts (readings) to receive full credit. These assignments will be posted to Canvas.

### **Class Participation**

Participation is an integral component to learning since each of your experiences expands the learning for all in the class. The value of your participation is in the quality of your contributions that stimulate discussion or offer insights to concepts; and this outweighs the frequency of your participation. Do not be surprised if you are called upon without volunteering to do so. Ten percent will reflect in class participation in class discussions; and 10% will reflect your team peer assessment.

### Rights and Responsibilities

All participants in the course, instructor and students, are expected to follow the UC Davis [Principles of Community](#), which includes affirmation of the right of [freedom of expression](#), and rejection of discrimination. The right to express points-of-view without fear of retaliation or censorship is a cornerstone of academic freedom. A diversity of opinions with respectful disagreement and informed debate enriches learning. However, in this course, any expression or disagreement should adhere to the obligations we have toward each other to build and maintain a climate of mutual respect and caring.

You are expected to take UC Davis's [Code of Academic Conduct](#) as seriously as we do. You were given this code of conduct with explicit explanations of violations (e.g. plagiarism, cheating, unauthorized collaboration, etc.) and your responsibilities in regard to them during orientation, and you signed a statement affirming that you understand it. Academic conduct violations will not be tolerated, and your instructor will not hesitate to turn violators over to Student Judicial Affairs. If you are uncertain about what constitutes an academic conduct violation, please refer to the code above, contact your instructor, or refer to the [Office of Student Judicial Affairs](#).

All material in the course that is not otherwise subject to copyright is the copyright of the course instructor and should be considered the instructor's intellectual property.

### Statement on Accommodations

UC Davis is committed to educational equity in the academic setting, and in serving a diverse student body. All students who are interested in learning about how disabilities are accommodated can visit the [Student Disability Center](#) (SDC). If you are a student who requires academic accommodations, please contact the SDC directly at [sdc@ucdavis.edu](mailto:sdc@ucdavis.edu) or 530-752-3184. If you receive an SDC Letter of Accommodation, submit it to your instructor for each course as soon as possible, at least within the first two weeks of a course.

### Safety and Emergency Preparedness

UC Davis has many resources to help in case of emergency or crisis. While reviewing campus [Emergency Information](#), you may want to register for UC Davis Warn Me and Aggie Alert, which will give you timely information and instructions about emergencies and situations on campus that affect your safety.

If there is an emergency in the classroom or in non-Davis locations, follow the instructions of your instructor.

### Disclaimer

Unexpected events might require elements of this syllabus to change. Your instructor will keep you informed of any changes.

## Class Schedule (subject to adjustments, as needed)

Session	Date	Topic	Readings, Class Actions, Assignments Due
1	4-1-21	-Introduction to Course -Introduction to Teams	1) Introduction to Course 2) Canvas: What Google Learned from its Quest to Build the Perfect Team (Duhigg, NYT, 2-25-16) 3) HBS: Spotlight on the New Science of Team Chemistry (Vickberg & Chirstfort)
2	4-8-21	-Teams: Concepts & Overview -Team Charter -X-Teams	1) HBS: Organizational Behavior Reading: Leading Teams (Bernstein) [Core Curriculum] 2) Team charter: <a href="https://www.coreimpactcoaching.com/how-to-engage-your-team-the-importance-of-a-team-charter/">https://www.coreimpactcoaching.com/how-to-engage-your-team-the-importance-of-a-team-charter/</a> 3) Canvas: The Comparative Advantage of X-Teams (Ancona, Bresman & Kaeufer) 4) Canvas: X-Teams chs. 3-6 (optional) 5) Class introductions based on reflection paper (see Canvas for details). 6) Create Teams for Team Project <b>DUE: Reflection paper (one page) on your team chemistry*</b>
3	4-15-21	-Team Effectiveness	1) HBS: You Can't Make a Team be Great (Hackman) 2) HBS: The Secrets of Great Teamwork (Haas & Mortensen) 3) HBS: Building the Emotional Intelligence of Groups (Druskat & Wolff) 4) HBS CASE: The Army Crew Team 5) Team Launch <b>DUE: Team Charter and Team Proposal*</b>
4	4-22-21	-Team Decision Making -Managing Team Conflict	1) HBS: What You Don't Know about Making Decisions (Garvin & Roberto) 2) HBS: How Management Teams Can Have a Good Fight (Eisenhardt, Kahwajy, and Bourgeois III) 3) HBS: Too Hot to Handle? How to Manage Relationship Conflict (Edmondson and Smith) <b>DUE: Team HBS CASE 1: Henry Tam and the MGI Team*</b>
5	4-29-21	-Team Trust and Teaming	1) HBS: Risky Trust: How Teams Build Trust Despite High Risk (Rashid & Edmonson) 2) HBS: Teamwork on the Fly (Edmondson) 3) HBS: Thought Leader Interview: Amy Edmondson (on 'teaming') 4) HBS CASE: Teaming at Disney Animation

6	5-6-21	-In-Class Simulation	<p><b>HBS Simulation: Patient Zero</b> (Zombie pandemic)  +Debrief of simulation  [This is a team simulation. The link to purchase the simulation will be provided independent from the HBS coursebook link.]  1) Team Project Time (time permitting)</p>
7	5-13-21	-Virtual Teams	<p>1) HBS: How Virtuality Impacts the Way Teams Work (Leonardi, Bailey &amp; Barley)  2) HBS: Creating and Sustaining Trust in Virtual Teams (Greenberg, Greenber &amp; Antonucci)  3) HBS: How Do You Manage an Off-Site Team? (Maruca)  <b>DUE: Individual Reflection Paper on Patient Zero Simulation*</b></p>
8	5-20-21	-Global Teams	<p>1) HBS: Organizational Behavior Reading: Leading Global Teams (Neeley) [Core Curriculum]  <b>DUE: TEAM HBS CASE 2: Managing a Global Team: James at Sun Microsystems, Inc</b></p>
9	5-27-21	-HBS Simulation	<p><b>HBS: Global Collaboration Simulation: Tip of the Iceberg</b> [This is a team simulation. The link to purchase the simulation will be provided independent from the HBS coursebook link.]  + Debrief of simulation  <b>DUE: Team Projects*</b></p>
10	6-3-21	-Team Diversity and Team Innovation -Course Wrap-up	<p>1) HBS: Leveraging Diversity Through Psychological Safety (Edmonson &amp; Roloff)  2) HBS: Putting the Innovator's DNA into Practice (Dyer, Gregersen, &amp; Christensen)  3) HBS case: The Satera Team at Imatron Systems, Inc. (A)  <b>DUE: Reflection paper on Global Team Simulation</b></p>
11	6-10-21		<p><b>Team Presentations</b></p>

\*All assignments will be posted to Canvas.