Building Effective Teams
PADM-GP 4112
Summer 2022

Instructor Information
Professor Patricia Satterstrom
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Office hours: On Zoom by appointment, please email Professor Satterstrom.

Course Information

Section	Information
Time:	Friday, June 3rd and 10th, 10:00 am to 4:30 pm ET
Location	Zoom: https://nyu.zoom.us/j/91266279446
Course Assistant	**Ped Thongsamoot,** tt2300@nyu.edu
CA Office Hours	On Zoom by appointment, please email Ped
Wagner Writing Center:	https://wagner.nyu.edu/portal/students/academics/advisement/writing-center#
Ask a librarian:	https://library.nyu.edu/ask/

Course Description
This two-day course aims to develop your ability to build, lead, and participate in high-performing teams. We will draw from research in psychology, management, strategy, behavioral economics, and sociology to discuss best practices for designing, launching, participating, and coaching in-person and online teams. We will also focus on the benefits and challenges of managing diverse teams, using teams to respond to crises, understanding conflict, and using the congruence model for problem-solving. This course will be of most value to those who have some work experience.

Course Material
You are expected to be prepared for class discussions and participate fully. You are encouraged to share your experiences relevant to the topics and cases we are exploring.
- NYU Brightspace: You will find the course syllabus, readings, slides, discussion boards, and assignments here. If you have not activated your NYU Net ID or have forgotten your password, you can activate or change your password at Start NYU (http://start.nyu.edu).
- You will need to buy a Harvard course pack (https://hbsp.harvard.edu/import/937454) which costs $16.45.
- To keep costs down, I am providing you with all the articles and exercises that copyright allows me to post in NYU Classes. Most Harvard Business Review articles are in the NYU library

(http://proxy.library.nyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&jid=KBS9&site=ehost-live). If this link does not work or the article was printed before 2007, you can:

    a. Go to https://library.nyu.edu, search for: Harvard Business Review.
    b. Click the first result in BobCat, then on the next page select the second option with articles *after* 1922.
    c. Select "EBSCOhost Business Source Complete: Available from 1922."
    d. Click "Search within this publication," then enter the article title and change the search box to search the "Title" of documents.
    e. The first result should have the full text and PDF of the desired article
    f. Alternatively, you get a few free articles from HBR a month but save one for the Ferrazzi article that is not available

Course Objectives

Students who successfully complete this course will be able to:

▪ Decide when (and when not) to use a team at work
▪ Launch a team project effectively, including selecting team members and managing roles and responsibilities
▪ Facilitate key team processes, including decision making, conflict management, and inclusion of diverse team members
▪ Identify common problems that derail teams and strategies for addressing them
▪ Use best practices for complex teams (e.g., teams with rotating membership or geographically distributed members)

Assessment and Grading Policy

Class participation (15%)

Your active participation is critical. Productive discussion depends on reading and analyzing the materials beforehand and coming to class ready to present a diagnosis of the problems presented and possible solutions. You are expected to attend both day-long classes, have thoroughly prepared the assigned cases and readings, participate fully in small group and class discussions.

Specific expectations are that you:

*   Make valuable contributions about topics under discussion – spoken in class or written in the Discussion section of NYU Brightspace
*   Accurately exhibit knowledge of assignment content
*   Demonstrate excellent listening—respond appropriately to comments others make
*   Bring up questions that need further exploration
*   Clarify points that others may not understand
*   Draw on personal experience or opinion when clearly relevant to class discussion
*   Offer relevant, succinct insights and challenges to others
*   Demonstrate ability to apply, analyze, and synthesize course material

Individual assignments (45%)
Each student will complete two individual assignments that allow you to explore your understanding and learning about teams. Please see details on these assignments below:

1. Please write (1-page single-spaced, Times New Roman, font 12) or record (a video under three minutes via Brightspace) a reflection that: (1) briefly summarizes your key learning from Days 1; (2) identifies specific behaviors you will use to make your future teams effective based on this learning; and (3) describes how you will overcome barriers to engaging in these behaviors. Please upload written reflection to NYU Brightspace under Assignments, "Individual Assignment 1," or post on Brightspace by **9 pm on Wednesday, June 8ᵗʰ.**

2. Please answer the following questions in 1-page or less: (1) in four sentences or less, summarize a problem or opportunity gap you have personally faced on a group or team; (2) bullet point some possible reasons for this problem or opportunity, 3) identify the person or group to whom you could propose a change, and 4) in a couple of sentences, describe two specific recommendations for addressing this problem or opportunity. Please upload to NYU Classes under Assignments, "Individual Assignment 2," by **9 pm on Wednesday, June 8ᵗʰ.**

3. Please choose <u>one</u> option below and submit it to "Individual Assignment 3," or post on Brightspace by **9 pm on Friday, June 17ᵗʰ:**

1. Take our launch document and edit it to fit the needs of your team / organization so that it could successfully be used in your setting in the future (to launch a new team or relaunch a team that needs it). Please include a cover page in which you explain your reasoning for the edits you made vis-à-vis the needs of your team or organization.
2. Outline in 1-page a "Monday morning plan" for the *small* changes you can make in your organization to make teams more effective (e.g., around meetings, around naming conventions, around launch, etc.). Here are some guiding questions: What would you do differently? Who would be affected by this change? Who or what would get in the way of this change? Who are your allies in making this change? What about spreading this change? How would you know if this change is helping?
3. In whatever format you think would be effective in your setting (e.g., short video, short podcast, blog post, short manual entry, onboarding material, email, etc.), share one or two best practices you learned from this course with your colleagues or fellow students to help improve team effectiveness.

Team project (40%)
In your team project, please apply what you learned in class to one of your organizations. In four pages or less (single-spaced, 1-inch margins, and 12-point Times New Roman font), please provide a proposal to a senior member of the selected organization (e.g., CEO, manager, Dean, etc.) for how to improve team effectiveness in this organization. The proposal can be organized like a memo; if you use a different structure, make sure it's clear with paragraph headings where appropriate.

This proposal should include:

- A brief executive paragraph. A couple of sentences on the problem (e.g., teams that did not meet their targets) or opportunity (e.g., use teams for a new project) and why your target should care. A couple of sentences on the root causes and a couple of sentences on your recommendations. Please specify your level of analysis: all teams in the organization, teams in one division, or a particular team.
- Using the frameworks, readings, and discussions from class, please identify the root causes of the problem or explain why you think there's an opportunity to use teams in a new way. You can use an approach similar to those we covered in class. For example, what was going on at the individual, team, and organizational levels? What does the communication and leadership structure look like? Why? Were teams launched? If not, why not? Were personality, cognitive, leadership style, and/or demographic differences raised and productively used? Was the team able to adapt to changes in the environment? Why not?
- Apply any of the concepts you learned in class to suggest how you might address these problems or craft teams to effectively address a new opportunity. What are your specific recommendations? Reasoning? Alternatives? How should your recommendations be implemented? What are the priorities? For example, how and when should poorly performing team be relaunched? How can you teams in your organization better use diversity? How can you better manage remote work?

Explain your reasoning clearly, succinctly, and convincingly. When you present your recommendations, make sure they are realistic and take the individuals, context, and timing into account (e.g., short-term versus long-term actions). You can include exercises, pictures, or figures as an appendix that will not count towards your page count. Please upload to NYU Brightspace under Assignments, "Team Project," by **9:00 pm on Friday, July 1st.**

Attendance.
Please arrive to class on time. Absences will result in an incomplete grade.

Late assignments.
Extensions will be granted on a case-by-case basis. Late submissions without prior permission will be penalized by 1/3 a letter grade per day (e.g., from A to A-).

In-class norms.
Ideally your video is on and you are on mute. When you want to speak, you can raise your Zoom hand or unmute yourself and make a comment – just be mindful not to speak over others. If you need to go off camera to deal with something, feel free, just come back when you can. Try not to use backgrounds that are distracting to others. Participation is what makes this class great (in my opinion), but you may not always be ready to say something. Feel free to write your thoughts in the Discussion section of Brightspace. I will count your writing in the Discussion section toward your participation grade.

Henry and Lucy Moses Center for Students with Disabilities at NYU
Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable

Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays
NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

Statement of Academic Integrity
Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner's Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If you are unsure about what is expected and how to abide by the academic code, you should consult with me.

Pre-Work

Lesson	Topic	Complete by Monday, May 30th at 9 pm
Pre-work	Surveys	▪ **Complete** personality survey: http://www.humanmetrics.com/cgi-win/jtypes2.asp#questionnaire ▪ **Complete** class survey: https://nyu.qualtrics.com/jfe/form/SV_6mzZx6OJJTfrGLA

Day 1: Foundations of Teams

June 3, 2022

Lesson	Topic	Preparation	Activity in class
Lesson 1	Introduction & factors that make teams effective	• **Prepare** Snook, S. & Polzer, J. (2004). Army Crew Team. Harvard Business School Case. 9-403-131. ***In course pack.*** • Why does the Varsity team lose to the JV team?	• Introductions • Case study • Slides
Lesson 2	Designing high-performing teams	• **Read** Bernstein, E. (2016). Leading Teams. *Harvard Business Publishing Core Curriculum.* Pp 1-25. ***In course pack.*** • **Read/Refresh** Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. *Harvard Business Review, 75*(4), 110-122. **NYU Library.** • What strategies have you used (or experienced) when designing teams? • What are the benefits and challenges in creating diverse teams?	• Discussion • Slides
Lesson 3	Launching teams for success	• **For reference** Team Online Launch Document—we will use this in class • **For reference** Managing Virtual Teams Executive Brief. CEB HR Leadership Council • **For reference** O'Leary, M. (2017). High Performing Team Launch Checklist • What topics are critical to cover in your team launches? • What have you learned from past launches across contexts?	• Team launch • Slides
Lesson 4	Leadership style & Reflection	• **Complete** Hersey & Blanchard leadership style survey – know your results for class poll • **Optional** Watkins, M. D. (2016). Leading the team you inherit. *Harvard Business Review, 94*(6), 60-67. **NYU Library.**	• Discussion • Slides

Assignment 1: Individual reflection due 9 pm on Wednesday, June 8th.

Assignment 2: Individual problem identification due 9 pm on Wednesday, June 8th.

Day 2: Crisis Teams

June 10, 2022

Lesson	Topic	Preparation	Activity in class

Lesson 5	Teaming & crisis	• **Prepare** Edmondson, A.C., Rashid, F., & Leonard, H. (2014). The 2010 Chilean Mining Rescue (A). Harvard Business School Case. 9-612-046. ***In course pack.***
		   • What allowed the miners to survive, physically and psychologically, until they were found?
		   • How did the engineers, geologists, and politicians address the challenges they faced?
		• **Read** Edmondson, A. C. (2012) Teamwork on the Fly. *Harvard Business Review 90* (4), 72-80. **NYU Library.**
			• Case discussion
			• Slides

Lesson 6	Voice in Teams	• **Read** Satterstrom, P., Kerrissey, M., & DiBenigno, J. (2022). How the best teams keep good ideas alive. HBR. • **Read** Duhigg, C. 2012. What Google Learned From Its Quest to Build the Perfect Team. NYT • **Read/Refresh** Detert, J. R., & Burris, E. R. (2016). Can your employees really speak freely? *Harvard Business Review*, *94*(1), 80-87. **NYU Library.**	• Discussion • Slides
Lesson 7	Managing conflict and emotions	• **Read** Druskat, V. U., & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard Business Review*, *79*(3), 80-91. **NYU Library.** • **Read** Seppälä, E. & Bradley, C (June 11, 2019). Handling negative emotions in a way that's good for your team. *Harvard Business Review*. **NYU Library.** • **For reference** Video on *Building resilience in times of chaos* • **Optional** Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). How management teams can have a good fight. *Harvard Business Review*, *75*(4), 77-85. **NYU Library.**	• Group preference exercise • Discussion
Lesson 8	Wrap	• Reflection, final questions, regroup with project team, course wrap	• Team project • Slides

Assignment 3: Individual action item due 9 pm on Friday, June 17th.

Team project: Due by 9:00 pm on Friday, July 1st.

Optional asynchronous assignment: If you have not taken M&L, read this summary and review these slides about the Nadler-Tushman Congruence Model for solving problems and seizing opportunities so. You do not have to use this framework in your team project, but it's an additional resource if the problems you are tackling in your team have a significant organizational component.

Additional (Optional) Team Material

Books about teams	• Hackman, J. R., & Hackman, R. J. (2002). *Leading teams: Setting the stage for great performances*. Harvard Business Press.
	• Wageman, R., Nunes, D. A., Burruss, J. A., & Hackman, J. R. (2008). *Senior leadership teams: What it takes to make them great*. Harvard Business Review Press.
	• Hackman, J. R. (2011). *Collaborative intelligence: Using teams to solve hard problems*. Berrett-Koehler Publishers.
	• Thompson, L. L., & Thompson, M. (2008). *Making the team: A guide for managers.* Pearson, 6th Ed.
	    ○ She has many popular press articles:
	        http://leighthompson.com/thougharticles.pdf

Videos about teams	• Professor Leigh Thompson (she and I think similarly / differently about topics): https://www.kellogg.northwestern.edu/news_articles/2014/12202014-teamwork-101.aspx • How to build trust on your virtual team: https://www.youtube.com/watch?v=UYqKaRSW1CI • Watch this 12 minute video about how to run an effective meeting and think about how you would adapt this to your organization: https://www.youtube.com/watch?v=jtzXHre536M • Watch this 12 minute video about running virtual meetings with Prof Lindy Greer https://www.youtube.com/watch?v=GBtCAOyeXVA&t=2s&ab_channel=SangerLeadershipCenter
Podcasts about teams	• Worklife with Adam Grant (TED podcast) complements BET and M&L. Prof Satterstrom is in the episode on pitching ideas. • TED Business with Modupe Akinola sometimes includes teams • Teams in primary care with Ann O'Malley and Patricia Satterstrom: https://www.iheart.com/podcast/256-ros-review-of-systems-31127140/episode/ros-reprise-teams-in-primary-41518516/
Voice implementation	• Satterstrom, P., Kerrissey, M., & DiBenigno, J. (2020). The Voice Cultivation Process: How Team Members Can Help Upward Voice Live on to Implementation. *Administrative Science Quarterly*, 0001839220962795.
Virtual teams	• Bakken, R. (2018). Challenges to managing virtual teams and how to overcome them: https://www.extension.harvard.edu/professional-development/blog/challenges-managing-virtual-teams-and-how-overcome-them • Greer, L. (2020). Why remote work makes teams (and leaders) better: https://www.entrepreneur.com/article/351142?fbclid=IwAR23T3_S3QZQ4AsAMMlUxM_AvAvqh0S6Eq0p0qOQftUTornMDJx5_uXhcPk
Virtual management	• Davey, L. (2017). How to resolve conflicts with a remote coworker. *HBR: Giving Feedback*. • Nawaz, S. (2020). How managers can support remote employees. *HBR: Communication*. • Carucci, R. (2020). How to manage an employee who's struggling to perform remotely. *HBR: Managing People*.

Virtual meetings	• Axtell, P. (2016). What everyone should know about running virtual meetings. *HBR* • Axtell, P. (2016). When your boss is terrible at leading meetings. *HBR* • Hale, J., & Grenny, J. (2020). How to get people to actually participate in virtual meetings. *HBR* • Molinsky, A. (2020) Virtual meetings don't have to be a bore. *HBR* • Raffoni, M. (2020). 5 questions that (new) virtual leaders should ask themselves. *HBR*
Leading teams	• Prof Amy Edmondson's Ted Talk: How to turn a group of strangers into a team: https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team?language=en • Articles and podcasts compiled: https://hbr.org/topic/leading-teams • Watkins, M. D. (2016). Leading the team you inherit. *HBR*
Reducing sexual harassment	• Dobbin, F. & Kalev, A. (2020). Why sexual harassment programs backfire. *Harvard Business Review 98* (3), p44-52.
Increasing racial equity	• Morgan Roberts, L. & Mayo, T. (2019). Toward a racially just workplace. (Part of a 5-part series on "Advancing Black Leaders"). *HBR* • Livingston, R. (2020). How to promote racial equity in the workplace. *Harvard Business Review, 98*(5), 64-72.
Power for change	• Lingo, E. L & McGinn, K. L. (2020). A new prescription for power. *Harvard Business Review, 98*(4), 66-75.
Chilean mining rescue	• Video documentary of Chilean mining rescue: https://www.youtube.com/watch?v=Tv8unnxymUs
Other articles of interest	• Buckingham, M. (2020). The Sources of Resilience: Findings from the largest global study of resilience and engagement from the ADP Research Institute. *MIT Sloan Management Review.* • Fisher, C. M., Amabile, T. M., & Pillemer, J. (2021). How to help (without micromanaging). *Harvard Business Review* • HBR: Neurodiversity as a Competitive Advantage • Ely, R. J., & Thomas, D. A. (2001). Cultural Diversity at Work: The Moderating Effects of Work Group Perspectives on Diversity. *Administrative Science Quarterly 46*(2), 229–273. (This is an academic article, and it might seem long and dense, so skim it to understand the main findings.) • Mannix, E. & Neal, M. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological Science in the Public Interest, 6*(2), 31-55. • Lau, D. C., & Murnighan, J. K. (1998). Demographic diversity in faultlines: The compositional dynamics of organizational groups. *Academy of Management Review, 23*(2), 325-340. • Whetten, D. A., & Cameron, K. S. (2005). Conducting Meetings. In *Developing Management Skills* (6th ed.), pp. 583-591. Upper Saddle River, NJ: Prentice Hall. (On reserve at NYU Bobst)