

**New York University**  
**Robert F. Wagner Graduate School of Public Service**  
**Spring, 2016**  
**PADM-GP.4112**  
**Building Effective Teams**

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**Location: Silver, Room 403**

**Schedule: Fridays, January 22 and 29, 2016**  
**9:00am– 5:00pm**  
**Office Hours: By appointment on class days**

### **Course Description**

As businesses face unprecedented challenges to survive and succeed, many are rethinking the way they are structured, the way they are managed and the way work gets done. As a result, many have transformed their hierarchical structure to one with horizontal and cross-functional focus using teams as an effective way to get work done. This trend recognizes the unique potential of teams to deliver results and to meet business challenges successfully. In order to utilize teams with the desired result, attention must be paid to how and why teams are assembled, launched, managed and rewarded. This course is also designed to prepare students for their Capstone project teams.

This two-day course provides the fundamental principles and methods required to create high-performing work, project, Capstone, and/or problem-solving teams. Topics covered will include: moving from group to team; stages of team development; identifying the key competencies for successful team functioning; critical roles and responsibilities on a team; ensuring team productivity; aligning corporate culture with team culture; techniques for using a systematic problem-solving methodology; and troubleshooting common team problems. In addition, particular attention will be paid to the critical success factors of Capstone teams - a unique type of team that has its own special challenges.

**NOTE: In order to be able to apply course concepts immediately , the final assignment for this course is a team project which is due on February 18 (after the course ends).**

### **Course Objectives**

This course is designed to provide the skills to:

- launch and manage a team effectively
- establish team roles and responsibilities effectively
- understand stages of team development and their impact
- manage team dynamics and team meetings
- assess team functioning and performance
- utilize team troubleshooting techniques

### **Text - to be read prior to the first class session:**

Aranda, E., Aranda, L., Conlon, K., *Teams: Structure, Process, Culture, Politics.* New Jersey: Prentice Hall. (this text is available from Unique Copy, 252 Greene St. for \$25.70, online or in Bobst Library.)

### **Course Outline**

This course is conducted in a workshop format in two, all-day sessions using small group activities, simulations, lecture and discussion to cover the topics below.

#### **Day One**

- Introductions, individual objectives
- Course overview and objectives
- Introduction to teams
- Team formation, infrastructure and management
- Roles and responsibilities on a team
- Stages of team development
- Assessing team performance

#### **After Day One - look for these articles in NYU Classes:**

Building the Emotional Intelligence of Groups

Tapping into Teams

How Management Teams Can Have a Good Fight

The Tough Work of Turning Around a Team

Letters to the Editor: The Tough Work of Turning Around a Team

How to Kill a Team's Creativity

The Team That Wasn't

#### **Day Two**

- Team Dynamics - small group simulation
- Preparing an organization for team culture
- Meeting management guidelines
- Conflict resolution techniques
- Applying project management tools and techniques
- Application exercise
- Strategies for solving common team problems

#### **Day Two - look for these articles in NYU Classes:**

Speeding Up Team Learning

Can Absence Make a Team Grow Stronger?

#### **Additional Team Readings - look for these articles in NYU Classes:**

Building Effective Teams in Real Time

The Three Essentials of an Effective Team

Building and Leading Your Team

Managing a Team vs. Managing Individuals on the Team

Why Some Teams Succeed (and So Many Don't)

Teams: Solving the Sophomore Slump

What Makes Teams Click

### **Assignments:**

In order to ensure everyone comes into this two-session course with similar grounding, it is required that the text “Teams: Structure, Process, Culture and Politics” by E. Aranda, L. Aranda, and K. Conlon is read prior to the first class. This text is available from Unique Copy, 252 Greene St. for \$25.70 and Bobst Library. It may also be available online. For the second class, there is a written, individual assignment based on course readings. The final assignment is a team project which is due on February 18. Please note only **hard copy** will be accepted on all written assignments (Please use 12-point font, one-inch margins, double space, number the pages and put your mailbox number at the top.)

Please note that on NYU’s web site under the Research tab in **NYU Libraries**, you can find resources for how to correctly document citations, references, bibliographies, etc. in written academic work. You are expected to follow a format of your choosing consistently throughout a given written assignment. **Whenever you have citations or references, you need to include a bibliography at the end of your paper!!**

**Link to Harvard case for Day Two** - <https://cb.hbsp.harvard.edu/cbmp/import/ptos/41514915>

### **Course Requirements and Expectations:**

#### **Assignments:**

All assignments and readings should be completed before class. Students should be actively engaged in class discussions, **clearly demonstrating through comments that readings and assignments have been completed and thoughtful reflection has occurred**. For class participation, your goal should be to contribute to the discussion and build upon the comments of your classmates. Think about moving the discussion forward.

**Grading** for this course is determined by substantive, informed class participation (**30%**), the individual written assignment (**30%**), the team project (**30%**) and individual team debrief (**10%**).

#### **Attendance, Punctuality:**

Neither absences nor late submissions of assignments is allowed. Late arrival or early departure, lack of preparation and/or uneven substantive participation in class discussions will have a negative impact on your course grade.

**Teamwork:** It is also expected that you demonstrate good faith and collaborative team behavior while working on your final team assignment as you apply course content to your efforts.