

**Building Effective Teams**  
**NYU Wagner**  
**EXEC-GP 4112-002 / PADM-GP 4112-002**  
**Fall 2017**

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**CLASS MEETINGS**

***Bobst Library, 70 Washington Sq South, Room: LL139***

1	Saturday, September 16	10:50 am to 12:30 pm
2	Saturday, September 30	10:50 am to 12:30 pm
3	Saturday, October 14	10:50 am to 12:30 pm
4	Saturday, October 28	10:50 am to 12:30 pm
5	Saturday, November 11	10:50 am to 12:30 pm
6	Saturday, December 2	10:50 am to 12:30 pm
7	Saturday, December 16	10:50 am to 12:30 pm

**COURSE DESCRIPTION**

Teams have become the solution to just about every organizational problem, so why do so many of us hate being assigned to a team? The goal of Building Effective Teams is to expose you to the extensive literature on team science and help you understand the many ways that teams—when used appropriately—can help your organization achieve its goals. We will discuss when to use and when not to use a team and the conditions for creating and launching teams. Through readings, exercises, lectures, and reflection, you will also learn about team processes, diversity, leadership, and creativity. We will also touch on best practices for virtual teams and groups that must work like teams. This course will be of most value to those who have work experience.

**COURSE MATERIAL**

- NYU Classes <http://newclasses.nyu.edu/>: You will find the course syllabus, assignments, exercises, surveys, and slides here. If you have not activated your NYU Net ID or have forgotten your password, you can activate or change your password at <http://start.nyu.edu>.
- NYU Bookstore <http://www.bookstores.nyu.edu/>: You will need to purchase a short digital course pack. To keep costs down, NYU Classes will have links to readings you can access and print from the NYU library.
- Some class announcements will also be distributed via e-mail. Thus, it is important that you actively use your NYU e-mail account, or have appropriate forwarding set up on NYU Home at: <https://home.nyu.edu/>.
- Electronics (computers, tablets, phones) are not allowed during class so please bring your readings, a notebook, pen, etc.

## STATEMENT OF ACADEMIC INTEGRITY

As members of the NYU Wagner community, we are all expected to adhere to high standards of intellectual and academic integrity. Please read: <http://wagner.nyu.edu/students/policies>.

## ASSESSMENT AND GRADING POLICY

1. Contribution to discussion & learning ..... 40%
2. Weekly reflection papers ..... 30%
3. Final paper..... 30%

**1. Contribution to discussion and learning.** Teams are used everywhere, but they are often poorly used. One of the challenges of this course is to reexamine our understanding of teams. To do so we will engage in discussions, debates, exercises, and simulations. To maximize learning, everyone must be prepared, willing to engage, and open to learning from their reflections and each other. I have kept mandatory readings to a minimum with the expectation that they will all be done; I provide optional readings for those who want to dive deeper into particular topics.

I take into account attendance, lateness, and number of course assignments (i.e., surveys, reflections, exercises) completed on time. If you will be absent or delayed (e.g., train delays, family emergencies), please email Professor Satterstrom.

**3. Reflection papers** allow you to explore your understanding and assumptions about teams so that we can more deeply discuss different aspects of teams in class.

**4. Final paper** asks you to apply what we learned in class to your organization. In 10 pages or less please (double spaced, 1-inch margins, and 12-point Time New Roman font), please describe how you plan to use what we covered in class this semester to make improvements to the teams that you are part of (and will be a part of) and to your organization more generally.

### Class 1

Please prepare the surveys, exercises, readings, and cases (in the order presented in the syllabus) before each class and bring any notes to class for use during discussion.

- Session:** Introduction to teams
- Topics:** Course goals; team processes
- Survey:** Please complete this brief survey by September 13 at 9 pm:  
Due Sept 13 at 9 pm [https://nyu.qualtrics.com/jfe/form/SV\\_6fehQ1xZoOjCbK5](https://nyu.qualtrics.com/jfe/form/SV_6fehQ1xZoOjCbK5)
- Readings:** Hackman, J. R. (2002). Why teams don't work. Chapter 12 in *Theory and Research on Small Groups*. 245-267. Springer, US. **PDF in NYU Classes.**
- Case:** Snook, S. & Polzer, J. (2004). Army Crew Team. *Harvard Business School Case*. 9-403-131. **In course pack.**
- Case writing:**
1. Why does the Varsity team lose to the JV team?
  2. What should Coach P have done differently earlier in the season to resolve this problem? At exactly what point should he have intervened differently?
  3. At the end of the case, what action should Coach P. take on Tuesday? Why do you recommend this action? How should he implement this action? Please be specific.
  4. How would you compare the Army Crew team to other types of organizational teams? How does this case connect with your past experiences? What lessons can we learn from the Army Crew team?
    - Please upload your response of a 150 words or fewer (total words, not per question) to NYU Classes under Assignments, "Army Crew Team," before class begins on September 16. Feel free to upload this earlier.
- Due September 16 by the start of class

Class 2

- Session:** Leading teams
- Topics:** How do you define a team? When to use and not use teams; Conditions for creating effective teams; team launch/charter
- Survey:** Leadership Style exercise: **PDF in NYU Classes.**  
Myers Briggs online exercise: <http://www.humanmetrics.com/cgi-win/jtypes2.asp#questionnaire>  
Please complete this survey by 9 pm on September 27:  
[https://nyu.qualtrics.com/jfe/form/SV\\_8bIav5fEOniAeEd](https://nyu.qualtrics.com/jfe/form/SV_8bIav5fEOniAeEd)
- Reflection writing:**  
Due Sept 27 at 9 pm
- Please write 1 page (single-spaced, Times New Roman, font 12) on your experience creating new teams and/or your experience with a new team. What did you do? How did it go? What do you wish you (or whoever created the team) had done or not done? Why?
- Please upload to NYU Classes under Assignments, “Team Experience,” by 9 pm on September 27.
- Readings:**
- Polzer, J. (2009). Leading teams note. *Harvard Business School Note* 9-410-051. **In course pack.**
- Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal Of Management*, 36(1), 5-39. **PDF in NYU Classes.**

Class 3

**Session:** Leveraging diversity in groups

**Topics:** Demographic and functional diversity; faultlines; subgroups

**Reflection writing:** Please write 1 page (single-spaced, Times New Roman, font 12) on your experience leveraging (or not) diversity in teams. It can be any kind of diversity (e.g., role, position, age, race, gender, educational, socioeconomic, etc.). What did you do? How did it go? What do you wish you (or whoever led the team) had done or not done? Why?

**Due Oct 11 at 9 pm**

- Please upload to NYU Classes under Assignments, “Diversity in Teams,” by Wednesday, October 11 at 9 pm.

**Readings:** Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. *Harvard Business Review*, 75(4), 110-122. **NYU Classes link to library:**

<http://ezproxy.library.nyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9706292956&site=eds-live>

Gratton, L., Voigt, A., & Erickson, T. J. (2007). Bridging faultlines in diverse teams. *MIT Sloan Management Review*, 48(4), 22. **NYU Classes link to library:**

<http://ezproxy.library.nyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bft&AN=510663644&site=eds-live>

Phillips, K. W. (2014). How diversity works. *Scientific American*, 311(4), 42-47.

[https://www.researchgate.net/profile/Megan\\_Bang/publication/280845360\\_Particular\\_Points\\_of\\_View/links/57485c2808ae18b6dce91abf.pdf](https://www.researchgate.net/profile/Megan_Bang/publication/280845360_Particular_Points_of_View/links/57485c2808ae18b6dce91abf.pdf) (copy and paste in browser)

### Class 4

**Session:** Creativity in teams

**Topics:** Creativity; innovation; divergent and convergent approaches; decision making, prototyping; human-centered design

**Reflection writing:**  
Due Oct 25 at 9 pm

Please write 1 page (single-spaced, Times New Roman, font 12) on your experience fostering creativity in your teams. Why was it important to have creativity? What did you do? How did it go? What do you wish you (or whoever led the team) had done or not done? Why? If creativity is not something you've thought much about, reflect on how creativity might be helpful (or not) in your organization.

- Please upload to NYU Classes under Assignments, "Creativity," by Wednesday, October 25 at 9 pm.

**Readings:** Creativity and Creative Groups: Two Keys to Innovation. (2003). Chapter 6 in *Managing Creativity and Innovation*. Boston, MA: Harvard Business School Press. ***In course pack.***

[IDEO Human Centered Design Toolkit \(HCD\):](http://www.designkit.org/resources/1)

<http://www.designkit.org/resources/1>. Please read page 1-33 and feel free to skim the rest. Also check out IDEO.org.

Edmondson, A. C. (2011). Strategies for learning from failure. *Harvard Business Review*, 89(4), 48-55. ***NYU Classes link to library:***  
<http://ezproxy.library.nyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=59477883&site=eds-live>

Class 5

**Session:** Being an effective team member

**Topics:** Team composition; voice; emotional intelligence; power in teams

**Reflection writing:**  
Due Nov 8 at 9 pm

Please write 1 page (single-spaced, Times New Roman, font 12) on your experience being an effective team member. What did you do? How did it go? What do you wish you had done or not done? Why?

- Please upload to NYU Classes under Assignments, “Team member,” by Wednesday, November 8 at 9 pm.

**Readings:**

LaFasto, F., & Larson, C. (2001). What makes a good team member? Chapter 1 in *When teams work best: 6,000 team members and leaders tell what it takes to succeed* (pp. 1 - 30). Thousand Oaks, CA: Sage. **PDF in NYU Classes.**

Druskat, V. U., & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard Business Review*, 79(3), 80-91. **NYU Classes link to library:**  
<http://ezproxy.library.nyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=4147417&site=eds-live>

Greer, L. L. (2014). Power in teams: Effects of team power structures on team conflict and team outcomes. *Handbook of conflict management research*, 93-108. **PDF in NYU Classes.**

Class 6

**Session:** Team processes

**Topics:** Psychological safety, voice, decision making

**Reflection writing:**  
Due Nov 29 at 9 pm

Please write 1 page (single-spaced, Times New Roman, font 12) on your experience not being able to speak up in your organization. What prevented you from voicing your opinion, information, or disagreement? What, if any, impact did that have on you, your team, or your organization? Have you detected moments when your subordinates should have spoken up but did not? What prevented them from speaking up?  
Please upload to NYU Classes under Assignments, “Speaking up,” by Wednesday, November 29 at 9 pm.

**Readings:**

Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? *Harvard Business Review*, 94(1), 80-87. **NYU Classes link to library:**  
<http://ezproxy.library.nyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=111889894&site=eds-live>

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 Classes link to library:**  
<http://ezproxy.library.nyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9706292947&site=eds-live>

**Case:** Roberto, M.A. & Carioggia, G.M. (2003). Mount Everest—1996. Harvard Business School Case 9-303-061. **In course pack.**

**Case writing:**

Due Dec 2, by the start of class

1. Why did this tragedy occur?
2. What should they have done to avoid these types of issues?
3. What can we learn from this for our organizations?
  - Post your answer to the case questions (100 words or fewer) on NYU Classes in Assignments under “Everest” by the start of class.

Class 6

**Session:** Managing the changing nature of teams

**Topics:** Managing and leading groups with a dynamic composition, in a changing environment, that are virtual, or that interact for short periods

**Reflection writing:**  
Due Dec 13 at 9 pm

Please write 1 page (single-spaced, Times New Roman, font 12) on your experience working or leading an “alternative” team (e.g., team whose members were in different locations; team that had to form and perform quickly like an emergency response team; team whose members rotated constantly, etc.) What did you do? How did it go? What do you wish you had done or not done? Why?

- Please upload to NYU Classes under Assignments, “Changing Teams,” by Wednesday, December 13 at 9 pm.

**Readings:**

Valentine, M. & Edmondson, A. (2016). Improving on-the-fly teamwork in health care. *Harvard Business Review*. **NYU Classes link to library:**  
<http://ezproxy.library.nyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=120606199&site=eds-live>

Haas, M. & Mortensen. (2016). The Secrets of great team work. *Harvard Business Review*. **NYU Classes link to library:**  
<http://ezproxy.library.nyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=115490493&site=eds-live>