

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 23
Discipline:	Management
Course Number and Title:	MGT 411 Leading High Performance Teams
Division:	Upper
Faculty Name:	Philip Hörhager
Semester Credit Hours:	3

Prerequisites: One (1) upper-division fundamentals of management course OR one (1) upper-division contemporary management course OR permission of the instructor.

COURSE DESCRIPTION

A team is a group of people that are interdependent and focused on achieving a shared goal. The course MGT 411 has the purpose of allowing students to develop and enhance their skills of both being effective members of and leading such high performance teams in organizations. Concepts from project management, organizational behavior, conflict management, technology in organizations, decision making, diversity, culture in organizations, and leadership fundamentals will be explored and tied together in the Semester at Sea course setting. Students will learn through a variety of theories and methods, with a focus on case studies, in-class workshops, and field work in the global locations.

LEARNING OBJECTIVES

1. To develop knowledge about the nature and characteristics of high performing and inclusive teams.
2. To acquaint students with relevant concepts from the area of management, managing projects and programs, organizational behavior, conflict resolution, and effective leadership.
3. To engage students into profound analysis of team dynamics and performance in an international and diverse organizational context.
4. To train and apply skills of being high-performing team members as well as culturally aware leaders of teams.

REQUIRED TEXTBOOKS

AUTHOR:	Leigh Thompson
TITLE:	Making the Team: A Guide for Managers
PUBLISHER:	Pearson
ISBN:	978-0-13-448420-4 or 978-93-539-4035-5
DATE/EDITION:	2017/6 th Edition

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

DAY	TOPIC	PRE-CLASS READING	TASK & Assignment DUE	Agenda
Pre-voyage		Start browsing book MtT	Obtain course book; Email me your brief student profile with portrait picture	
Departure & Orientation				
1	Intro	Prepare: 3min verbal intro & your class expectations	Help with circle seating please	Introduction, expectations, learning goals, content. Voyage Community Values, academic integrity and inclusive language. Expectations around Field Work.
2	Types of Teams	MtT p.3-25	In class we will form groups for client projects & case assignments, assign a liaison	Teams in Organizations, types, parameters, team building skills
3	Team Performance	MtT p.111-132	Teams to present proposal for client projects.	Models, conditions for success, performance criteria
4	Team Performance	Discipline of Teams; Team that Wasn't Cont. MtT p.111-132		
5	Designing the Team	MtT p.26-50 Making Diverse Teams Click; Bridging Fault Lines		Goal, selection, processes of working together

DAY	TOPIC	PRE-CLASS READING	TASK & Assignment DUE	Agenda
6	Team Cohesion and Trust	MtT p.82-108 Building Great Teams	Port Activity Reflection (3 req.)	Identity, exchange, mood and emotion
7	Team Cohesion and Trust	Cont. MtT p.82-108 Trust but verify	Team Case Presentations	Trust, socialization and turnover
8	Leading Teams	MtT p.51-81 Tough work turning a team around; Getting the most out of your team	Port Activity Reflection (3 req.)	Leadership vs. Mgmt; styles
9	Leading Teams	Cont. MtT p.51-81	Port Activity Reflection (3 req.)	Expectations, exchange, power, delegation
10	Exam #1			
11	Project Management and Teams	Browse PMBOK		What is a project, concepts, phases of projects
12	Project Management and Teams		Team Case Presentations; Port Activity Reflection (3 req.)	Processes, Tools and Techniques
13	Decision Making	MtT p.163-195 When Teams can't decide; Before you make that big decision... Hidden traps		Individual vs. Groups, Groupthink, Ethics
14	Conflict	MtT p.196-217 Vituoso Teams; Good Fight	Port Activity Reflection (3 req.)	Team conflict types, conflict management
15	Creativity and Innovation	MtT p.219-247 Hot Groups	Team Case Presentations; Port Activity Reflection (3 req.)	Creativity, brainstorming, threats, enhancing
16	Communication	MtT p.133-162 Wisdom of Expert Crowds;		Collaboration, memory Syst., information effects, learning

DAY	TOPIC	PRE-CLASS READING	TASK & Assignment DUE	Agenda
17	Multicultural Teams	MtT p.323-344 Managing multicultural teams	Port Activity Reflection (3 req.)	Challenges, values, CQ, collaboration, management, change
18	Virtual Teams	MtT p.299-322 Keys to success of VTs; Absence makes team stronger		Social Interaction models, IT, challenges, enhancements, coaching
19	Exam #2			
20	Team Integration; Group work day	Want collaboration; Internal collaboration	Port Activity Reflection (3 req.)	
21	Team Presentations		Team Presentation & Paper	Presentations and Q&A
22	Team Presentations		Team Presentation & Paper	Presentations and Q&A
23	Team Presentations		Team Presentation & Paper	Presentations and Q&A
24	Lessons Learned and the Path forward	From Words to Numbers		Reflecting on your career plans; Research: Qualitative and Quantitative
25	Final Class Wrap-up			

Disembarkation Day – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute 20% of the contact hours for each course.

Field Class Title: “Applied Teamwork”

Activities: In this field class we will visit an international organization’s site/plant. We will visit with both leadership and team members of this enterprise, and tour the setting, getting to know the main (management and organizational) processes and team activities, and learn about the services/product, all in the context of team leadership and people-centered-management of the company/organization. This will be followed by a visit to a relevant museum or site, so as to contextualize the fieldwork, the team and/or the products.

Outcomes and Objectives: These visits are for us to learn more about team behaviors, and the interactions will enable us to understand relevant cultural particularities, and apply the theoretically learned concepts around team leadership and management to a field setting. We will broaden our understanding of how in an international settings a team succeeds in working together, the challenges they face, and how the organization attempt so address and overcome these challenges.

Assessment and Assignment:

At the class period immediately following our field class day, you will provide a 5-page reflection report of your experiences during this day and the key “take-aways” from the day and how they connect to our learnings and discussions on high performing teams within organizations. Be ready to summarize your findings verbally in our next class discussion session.

Comparative Experiential Project

The Comparative Experiential Project (CEP) is a comparative assignment that spans multiple countries. The CEP constitutes at least 5% of the grade for this course (see specifics below under Evaluation).

You will select THREE ports and for each deliver, at the class period immediately following being in those ports (of your choice), a 2-page CEP reflection report of your experiences in

that specific country and how your experiences are connected to the theory and practice of leading high performance teams that we have learned and discussed in class. Prior to arriving in ports, you will be provided some triggering questions that you can keep in mind during your time ashore. We will also come up with ideas together and discuss some possible focus sites you could consider visiting in the selected ports, such as markets, businesses, or organizations. Be ready to articulate a summary of your fresh experiences verbally in our next class discussion session.

METHODS OF EVALUATION

Your performance in this course will be evaluated with the following means:

Examinations (20%): 2 exams (10% each) will be comprised of objective test questions and short answer and/or essay questions. The exams will cover the chapters assigned in the book, additional assigned readings, and material covered and discussed during class.

Group Project - Paper & Presentation (30%): You will be required to work as a group to complete a paper and present your project to the class. Interim assignments to measure your group's progress and procedures will be handed in and will contribute to your grade on the group project. This project involves preparing and delivering an intervention plan for a team or group (your "client") that you will meet during our SAS voyage. Your group will write a 10-page (double-spaced) group report of your recommendations to help this client team operate more successfully. Your group will present in class a professional summary presentation plus moderate a Q&A session.

Team Case Report (10%): During the semester, you will analyze and discuss cases in a group as well as present your work in class for discussion. Individually, you are responsible for having read the cases and being prepared to discuss them with your group. Then on the date assigned on the course schedule you will facilitate discussions as a team. Additionally, your team is responsible for writing up your answers to the case questions, and presenting them in class. The collective case write-up, presentation in class, as well as the moderation of the session will be worth 10% of your semester grade.

Field Class Reflection Report (20%): At the class period immediately following our field class day, students will provide a 5-page reflection of their experiences during this day and the key "take-aways" from the day and how they inform our discussion of high performing teams within organizations.

CEP Independent Port Reflection Report (10%): At the class period immediately following being in ports (self-select THREE), students will provide for each port a 2-page reflection of their experiences in that country and how what they experienced is linked to the material that we have discussed in class thus far. Prior to arriving in ports, you will be provided some triggering questions that you can keep in mind during your time ashore.

Class Participation & Preparation (10%): As a great deal of class time will involve class discussions, activities, exercises, etc., your participation is essential to the success of this

class. While you cannot participate if you do not attend class, mere attendance in the class is not sufficient to receive full credit for class participation. Instead, consider full credit to consist of demonstrating that you are prepared for class (i.e., you've read assigned readings, completed assigned assessments, and have critically thought about such assignments). In addition, there is the possibility of assessments of your preparation through several quizzes during the semester.

Grading Break-Down:

Deliverable	Weight
Exam 1	10%
Exam 2	10%
Team Project	30%
Team Case	10%
Field Class Report	20%
CEP Port Reflection Reports (3 required)	10%
Class Preparation and Participation	10%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

Late assignments: All assignments are due in a timely fashion. A letter grade will be deducted for each day an assignment is past due up to 3 days on ship. Assignments will not be accepted after this 3 day period.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea[®] courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

TITLE OF FILM: Margin Call

DISTRIBUTOR: Lionsgate

TITLE OF FILM: Apollo 13

DISTRIBUTOR: Universal Pictures

TITLE OF FILM: Billions, Series 1

DISTRIBUTOR: Showtime Networks

ELECTRONIC COURSE MATERIALS

- Before you make that Big Decision... Kahneman, D., Lovallo, D., & Sibony, O. Harvard Business Review, 2011. Vol. 89: 50-60.
- Bridging Faultlines in Diverse Teams. Gratton, L., Voigt, A., & Erickson, T. J. MIT Sloan Management Review, July 1, 2007.
- Can Absence Make a Team Grow Stronger? Majchrzak, Ann; Malhotra, Arvind; Stamps, Jeffrey; Lipnack, Jessica. Harvard Business Review. May2004, Vol. 82 Issue 5, p131-137.
- Discipline of Teams. Katzenbach, Jon R.; Smith, Douglas K. Harvard Business Review. Jul/Aug2005, Vol. 83 Issue 7/8, p162-171.
- From words to numbers: how to transform qualitative data into meaningful quantitative results. Srnka, K. J., & Koeszegi, S. T. (2007). Schmalenbach Business Review, 59(1), 29-57.

- Getting the Most out of Your Team. Katz, Nancy. Harvard Business Review. Sep2001, Vol. 79 Issue 8, p22-22.
- Making Diverse Teams Click. Polzer, Jeffrey T. Harvard Business Review. Jul-Aug2008, Vol. 86 Issue 7/8, p20-21.
- Managing Multicultural Teams. Brett, Jeanne; Behfar, Kristin; Kern, Mary C. Harvard Business Review. Nov2006, Vol. 84 Issue 11, p84-91.
- Motivating through Metrics. Reichheld, Frederick F.; Rogers, Paul. Harvard Business Review. Sep2005, Vol. 83 Issue 9, p20-24.
- Hot Groups. Leavitt, Harold J.; Lipman-Blumen, Jean. Harvard Business Review. Jul/Aug1995, Vol. 73 Issue 4, p109-116.
- How Management Teams Can Have a Good Fight. Eisenhardt, Kathleen M.; Kahwajy, Jean L.; Bourgeois III, L. J. Harvard Business Review. Jul/Aug1997, Vol. 75 Issue 4, p77-85.
- How to Manage Team Egos. Maruca, R. F. Fast Company. September 30, 2000.
- The Four Keys to Success with Virtual Teams. Meyers, E. (2010). The four keys to success with virtual teams. Forbes.
- The New Science of Building Great Teams. Pentland, Alex "Sandy". Harvard Business Review. Apr2012, Vol. 90 Issue 4, p60-70.
- The Team that Wasn't. Wetlaufer, Suzy. Harvard Business Review. Nov/Dec94, Vol. 72 Issue 6, p22-26.
- The Hidden Traps in Decision Making. Hammond, J.S., Kenney, R. L., & Raiffa, H. Harvard Business Review, 2006. Vol. 84: 118-126.
- The Tough Work of Turning A Team Around. Parcells, Bill. Harvard Business Review. Nov/Dec2000, Vol. 78 Issue 6, p179-184.
- The Wisdom of (Expert) Crowds. Duboff, R. S. Harvard Business Review, 2007. Vol. 85: 28-28.
- Trust but Verify. Morse, Gardiner. Harvard Business Review. May2005, Vol. 83 Issue 5, p19-19.
- Virtuoso Teams. Fischer, B., Boynton, A. Harvard Business Review. 2005. Vol. 83: 116-123.
- Want Collaboration. Weiss, J. Hughes, J. Harvard Business Review. 2005. Vol. 83: 93-101.
- When Internal Collaboration is Bad for Your Company. Hansen, M. Harvard Business Review. 2009. Vol. 87: 82-88.
- When Teams Can't Decide. Frisch, B. Harvard Business Review, 2008. Vol. 86: 121-126.
- Workplace bullying across the globe: A cross-cultural comparison. Personnel Review. Salin, D., Cowan, R., Adewumi, O., Apospori, E., Bochantin, J., D'Cruz, P., ... & Išik, I. (2019).