

**FA 278 High Performance Work Teams-
Studying the factors that enable and constrain**

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Location: O'Hare Campus, Wed., 6:30 -9:30 PM, 6/15, 6/22, 6/29, 7/06, 7/13,
7/20, 7/27, 8/03, 8/10, 8/17

Competencies: F-X, H-3-D, H-2-D

F-X Can utilize problem solving models along with the dynamics of Team Processes to maximize the effectiveness of Problem Solving Groups. Understands the limiting and enabling factors involved in Team development

H-3-D Can effectively employ skills of negotiation, mediation and interpersonal communication in the resolution of a dispute or a conflict.

H-2-D Can use organizational theories to analyze one's own experiences in an organization

Description of Course:

This course will examine the growth of a team with specific concentration on the fact that teams are a means to an end, not the end in and of themselves. The course will concentrate on the particular skills that will help to overcome the limiting factors for teams and how to measure success based on a model of team effectiveness. While the course is geared to those in business groups who hope to become a team, the skills needed to develop high performance teams will also be appropriate for anyone who attends meetings, solves problems, or who must deal with difficult personalities. The course will concentrate on the facilitation techniques that can enable groups to resolve issues rapidly through cooperation and brainstorming. Personality dynamics will be explored to enable participants to recognize and deal with conflicts, and negotiation techniques will highlight how to resolve issues to create successful resolutions. As much as possible, examples will be taken from the participants' own environment, allowing the chance to gain experience that can be utilized almost immediately. Due to the nature of the subject matter, a high level of class participation will be utilized.

While the development of work groups or teams can be traced back to the 50's, it has particularly burgeoned in the past 20 years as companies strive to find whatever competitive edge is possible. Today's business style is changing to reflect the value of rapidly obtaining input from all members of a group. Effective leaders must utilize the experiences and thought processes of their team to maximize performance and solve problems. The paradox that occurs when studying teams involves the almost universal understanding of a team's potential value compared with the inherent reluctance and difficulty to incorporate them in typical organizations.

Faculty

Jackson Hartley is an independent consultant and trainer who has concentrated on team building, effective communication and leadership over the last 10 years. He served on the Illinois Advisory Board of the Federal program *Partnership for a Smarter Workforce*. He has offered new Supervisor training through *The Management Association of Illinois*, and was a contracted Learning Coach for Andersen Consulting (now Accenture). He is also a certified experiential outdoor Teams Course facilitator with several training groups. He has over 20 years of manufacturing experience at both the plant and Corporate staff level with companies such as Warner-Lambert, Pepsi Cola, and General Foods. He was Vice President of Operations for the country's largest ice cream novelty manufacturer. He holds an Industrial Engineering degree from Virginia Polytechnic Institute, and an MBA from the University of Connecticut.

Course Books Required and Recommended-

With the myriad number of Team related books on the market, no specific book is used as a class text. *The Wisdom of Teams* is endorsed as a recommended resource.

All students are required to purchase a compilation of key points from several sources that is available at the Book Store.

Due to the quality, applicability, and ease of reading, it is recommended that all students also obtain a copy of *Getting to Yes* and/or *Getting Past No*. These are relatively inexpensive and are a good source to develop principled negotiation techniques. ***Getting to Yes* is required for H-3-D competency.**

Students are encouraged to share critiques of texts or articles that they have read so that others' libraries may be enhanced. Students are encouraged to review the recommendations of others to determine what will be of the most value to them.

The Learning Experience:

The course will be taught in a facilitative style to enable participants to reinforce their learning by witnessing techniques and having the opportunity to critique methods as well as content. Problem issues will include examples from the students' own situations, with participants being given an opportunity to share their experiences to maximize the learning process. Specific observations from the work environment, coupled with research projects will link the learning to real world experiences.

Depending on competency chosen, participants will be given an opportunity to study actual examples of team development, and/or demonstrate the negotiation skills that are important in any interaction.

Evidence Submitted: and Criteria for Assessment

Specific Work related to the Competence Chosen

The overall purpose of the course will be related to improving interactions between groups of individuals. To augment this, specific competence-related work will be asked of the students -

F-X

The homework papers will refer to application of principles in the participants work place. Participants are required to submit a group paper that provides a creative demonstration of selected major learning points of the course. The topics for these papers include but are not limited to: Status of the Saturn Team Concept -- Success or Failure; Impact of Hawthorn Works studies on Future of Teams -- The importance of work group influence in individual worker productivity and satisfaction; High performing / Self managed Work Teams - Business fad or competitive advantage; Southwest Airlines Team Approach and its impact on service, and morale

H-3-D

The homework papers will relate to conflict resolution, negotiation and constructive feedback. Along with participation in class during negotiation discussions, the primary evidence for this competence is the preparation of a negotiation role play with other students to demonstrate salient points from the book, *Getting to Yes*.

H-2-D

The homework papers will relate to an analysis of the participants' workplace structure, showing advantages and disadvantages. Students will submit papers and prepare class discussions where they will show differences and similarities of their own work environment to theories of organizational structure.

Due to the nature and structure of this course, participation is important in this class. If a student misses 2 classes, grading will be dropped one letter grade. If a student misses 3 classes, an incomplete will be given.

Both faculty and the class will offer constructive criticism on techniques whenever a student presents or facilitates a discussion session. In this manner, a student can practice the skills that are important to them in a friendly and honest atmosphere to help them improve. In addition, the faculty regularly solicits input and criticisms on style and subject matter to ensure that the material and approach are appropriate to the class. This shows empathy, and trust and provides for a more open environment. There is a high degree of flexibility in the class to provide opportunities to discuss issues that are important to the participants.

This course follows the University's guidelines on academic integrity.

Achievement of competence will be based on the projects and class room participation. There will be at least 5 journal entries or light homework papers required, where students will be asked to observe specific behaviors or situations, and comment on the limiting or enabling impact to the team development process. Each participant will work on a group project of their own choosing for each competence to demonstrate understanding, share information, and to gain presentation practice. In addition, participants will offer constructive criticism on the projects as well as negotiation practice undertaken by their classmates.

The evidence submitted and the value to the grade will be as follows:	
5 short papers (observations)	45 points
Group Presentation	25 points
Individual Summary of Group Presentation	10 points
Participation and contribution to learning environment	20 points
Since participation is an important component, two absences will result in the reduction of one letter grade.	

Expected Outcomes:

Upon completion of this course, it is expected that participants will have achieved and/or have a demonstrable understanding of the following:

- An understanding of the inhibiting and enabling factors of team development
- An ability to incorporate a systems thinking approach when reviewing a team’s viability
- The value of incorporating socio-technical theory to understand the entire context of an organization where teams are to take place
- How to incorporate group dynamic theory to improve communication and interaction
- The styles of listening to improve communication
- How to develop a formal problem statement, using the ability to correctly define a problem using six distinct criteria
- How to utilize a systematic approach to problem solving
- How to recognize the four stages of Team development and the expectations during each stage
- How to deal with conflict constructively and negotiate for the best solutions
- How to use techniques for strengthening the Team
- How to recognize and react when a Team begins to flounder
- How today’s organizations compare with traditional organizational theory
- How Negotiation techniques can improve relationships

Learning Tools:

- The Wisdom of Teams, by Katzenbach and Smith (Required)
- Getting to Yes, by Fisher and Ury (Required for H-3-D)
- Prepared Handouts available at the Book Store
- Participant Projects
- Other books and materials brought in by Students and Faculty to share

TOPICS AND TIME FRAMES

SESSION ONE:

- Introductions
- Listing of expectations --
 - participant
 - instructor
- Description of style of course
- Discussion of class grading and term projects
- Definitions of high performance teams
- HOMEWORK 1 DUE** - Examples or absence of team enablers
 - How your company negotiates

SESSION TWO:

Socio-technical Systems Theory and a Model for Teams
Application of Biological Growth theory to Team Development
Comparison of Team Environments to More Traditional Organizations
(Gordons's Group-Centered versus Leader-Guided Model)
Discussion of constraints and enablers to the team process
Development of project teams
HOMEWORK 1 - Resubmitted if necessary

SESSION THREE:

How to establish relevant goals
How to address constraints of team development
Understanding Hackman's model for team effectiveness
Discussion of curvilinear impact of team elements -- too much or too little on the effectiveness of a team
Discussion of roles and responsibilities of team members
Identification of Tuckman's stages of team development
HOMEWORK 2-- Feedback Experiences
How your company deals with conflict

SESSION FOUR:

Explanation of task and maintenance behaviors in team meetings
Examples of dysfunctional behaviors
Practice of an effective constructive confrontation model
"Fishbowl exercises" to observe team behaviors and to give meeting facilitation practice
Discussion of communication skills for effective problem solving
HOMEWORK--3 Review Task and Maintenance behaviors at work

SESSION FIVE:

Review of meeting and team behaviors observed in work environment
Group Dynamics theory and effective communication
Discussion of negotiation skills
Types of communication styles
HOMEWORK 4--Identification of communication styles at work

SESSION SIX:

How to give positive reinforcement to associates
Facilitation skills development
How to remedy problem behaviors in meeting
Development of models for conflict resolution
PROJECTS DUE

SESSION SEVEN:

Systematic approach to problem solving (from John Dewey in 1910 to Motorola today)
Problem Statements -- an effective model for problem identification
Problem solving tools and techniques
Pareto Principle and practice
Ishikawa Technique and practice
Use of negotiation and conflict resolution skills to build consensus
PROJECTS DUE
HOMEWORK 5 Work related problem statement, or alternate topic

SESSION EIGHT:

Developing problem solution alternatives

Negotiation skills practice
Classroom facilitation practice and optional videotaping
Project presentations and course review What have we missed?
Discussion of course changes to meet participants objective
PROJECTS DUE

SESSION NINE:

Effective methods and interventions when a team flounders
Proposing and implementing problem solutions
Negotiation skills practice
Classroom facilitation practice and optional videotaping
PROJECTS DUE

SESSION TEN:

Analyzing results and improving the problem solving process
Dealing with personality issues in a team environment
Other objectives as decided by class
Summary of course and review