

BUSMHR 7230
High Performing Team Cultures
Spring 2018 (4359 Monday, 4210 M/W)

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Course Description, Purpose & Objectives

Teams, teams, teams, they require our attention, but many times in organizational life the team dynamic is only on part of a broader system that is out of balance. In this course we will start by examining a basic model of how organizations function and look closely at the cultural slice most specifically. The model is a variation of a Michael Tuckman model of Organizational Effectiveness and Congruence. For our purposes, it will introduce a framework from which we will analyze and understand how teams of workers, despite their collective intelligence or congruence of purpose fail to accomplish what they set out to do. Or, more positively, how a team accomplishes great things. We will explore how culture can impact both.

Further, we will use Lewin's formula for behavior to further understand the dynamics of behavior. $B = f(I, E)$ which states that a person or team's behavior is a function of both the nature of the *Individual(s)* and their *Environment*. These models as well as other frameworks will help us understand more deeply the important elements of a corporate culture. Further, we will study Ed Schein's book *The Corporate Culture Survival Guide* in order to better understand the elements, levers and natures of corporate culture so that you will better navigate these waters upon your graduation or in your present roles. We will then venture into some case studies of known modern companies such as Home Depot, Zappos, and Lulu Lemon using these models and frameworks as our guide to a deeper appreciation of a complex topic.

You will find cases and optional readings here:
<http://cb.hbsp.harvard.edu/cbmp/access/72337211>

Class will be discussion based. I, as an instructor, believe that there is a sanctity to the classroom experience and demand that we all take a break from our digital devices both large and small during our time together. If you need to take notes, you will need to go old-skool with pen and paper. I assure you most students find the break nutritive to the collective learning (as I do).

Leaders have the strongest grip on the culture lever. We will examine leadership by studying the questions of *Who are effective leaders? How do they think and act? What makes us want to follow them? What is the role of emotional and social intelligence?* These questions will enable you to understand resonant leadership better which will fuel your final project, too.

All students in this course are expected to adhere to university standards of academic integrity. Our policy regarding academic integrity is found at:
<https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

Objectives: By the conclusion of this class, participants should be able to:

- Understand the differences between core values, mission statements and purpose
- Describe the basic concepts and principles of culture
- Identify aspects of culture that have implications on your own business career
- Explain how shared vision statements and resonance, if aligned across an organization can yield high performance and how they play a role in sustained desired change.

Who will be your instructor: I am in my fifth year teaching graduate level courses at Fisher, having just come on full-time in the Management Department in September 2017. Prior (and for sometimes during my time at Fisher) I have had a corporate career spanning 15 years after graduating with my MBA from Columbia Business School in 2000, right into the mouth of one of the new recessions. I wished to continue to work in the entertainment field post-Columbia, having spent 6 years touring managing jazz trumpeter Wynton Marsalis' band. My interests took me to Miramax Films where I worked in the marketing department on the Academy Awards campaigns. Soon thereafter I started an on-line film company with two other film students that I like to think was the first YouTube. It lead instead head-long into the first internet bubble burst. From there I learned how to run \$70m+ stores as part of Home Depot's Store Leadership Program and was hired by Abercrombie & Fitch to lead their global leadership expansion efforts. My interests have always centered around how individuals function best which evolved into becoming a certified executive coach (and a set of coaching courses I teach at Fisher now, too). My thoughts on teams continues to evolve into understanding corporate culture more as I believe that the workplace is transforming and what we want out of it (and it out of us) is changing rapidly. This course will scratch some of these itches for us I hope.

Also, because the study of culture is wide and complex and ever changing as new studies reveal new angles of approach, the readings and class assignments will shift most likely as the class moves along. Each of you brings an unique perspective on your own cultural and team experiences that, when uncovered in our classroom discussions, most likely will reveal new avenues to explore. I'll do my best to honor this wandering while keeping us honed in enough on the basic objectives of the course.

Course Assignments

In addition to the readings, course assignments will involve writing 2 reflections on course topics and a group presentations for final class.

Case Method Approach

For several classes, we will engage in a case analysis. I will provide questions to consider the week prior to the case. My expectation is that you will take the discussion seriously and understand that your involvement is critical to the learning environment. We all learn better when you prepare. For a quick framework, please use the following to organize your thoughts:

1. Define the problem: Describe the type of case (decision, problem, best/worst practice) and what problem(s) or issue(s) should be your focus.
2. List any class topics that can be applied: Write down any principles, frameworks, theories or reading (i.e. *cultural symbols*, *radical transparency*, etc.) that can be applied to the case.
3. List relevant *qualitative* data--List relevant *quantitative* data.
5. Describe the results of your analysis: what evidence do you have?
6. Describe alternatives: List and prioritize all recommendations that come out of your analysis
7. Stand up with your preferred action plan. Don't be afraid of being wrong, dissonant views usually bring out the best solutions and discussions!

Final Project

Due the final week of class to be presented in class in teams of 3-5. Draft due to John by February 7th. Expectations for the draft is to ensure you have a comparison that will work effectively. More on that here:

One of the course objectives is for you to learn about sustained, desired change and the role of leadership in that process. The class is studying the concept of resonance and this project will enable us to look at resonance across multiple levels of a successful and not successful company or team (sports teams are great examples for this exercise).

The method we are using for this assignment is an extreme case method. You pick one example of a team or organization that has shown sustained, desired change (like FC Barca). Then you pick a comparable team that has NOT shown sustained, desire change (like Real Madrid, or more distinct, the US team).

Then you conduct a compare and contrast method of studying these two examples and see what emerges. I have asked that among the concepts you use in studying the comparison, you apply the core key concepts from the course. They are a combination of Intentional Change Theory, PEA/NEA, resonance and shared vision. In other words, you are going to see IF Intentional Change Theory explains the differences in performance/improvement (i.e., sustained, desired change) of the two systems being compared. One of those variables is the nature of the leadership (i.e., is it resonant or dissonant), and the multi-level nature of the presence of resonant or dissonant leaders. But there maybe be other variables and factors which you discover account for these differences.

In trios, quartets or quintets, chose a set of companies or teams to analyze. Then, using your learnings from this class, explain what happened, why it worked or did not. Analyze the role of a leader or leaders. Prepare your analysis in terms of the key concepts in the course. Prepare a presentation to the class on your project and analysis. The presentation should be 15-20 minutes long to allow another 10 minutes for class discussion of it. I did this exercise for my Ph.D. course and compared The New York Knicks and the Golden State Warriors. Others have chosen U2 and Van Halen or Disney and Pixar. Each example is rich with stories and results, but as you explore you start to see that aspects of resonance and dissonance play a key role. I will post several of these examples of Carmen for you to examine. Note: this is supposed to be fun and informative for the class, so embrace it that way!

Summary of Semester Assignments & Topics

Week	Class Topics & Discussion	Writing	Reading (<i>for following meeting</i>)
1.	Personal Histories activity Lewin: B=f(I,E) Shield What is culture? Colleague you loathed?		Schein Chapters 1 Watkins, <i>Transitionstrategy</i>
2. (no Thursday class)	System Thinking 5 Dysfunctions of a Teams ICT Resonant Leadership	Write a reflection on pages 20 & 35 Questions to Reader in <i>Corporate Culture Survival Guide (Schein)</i>	Schein Chapters 2-3 Boyatzis Reading/video Goleman, <i>Leadership That Gets Results</i>
3.	Radical Transparency 5 Dysfunctions of a Team Zappos discussion		Kegan & Lahey Dahllo 1 & 2 Zappos Case
4	Google Project Aristotle Psychological Safety Feedback and Conflict (CCL Chart analysis)	1-2 page reflection	Project Aristotle nytimes.com Eye in the Mind test Lululemon case
5.	Manta Values Forming Storming Norming Conforming		Blue print of culture change, Charan; Home Depot Nardelli case
6.	International Culture A&F CWQ		Hofstede
7.	Presentations (groups of 3-4) 15 minutes each	Major course comparison analysis	Analysis of a sustained desired change as compared to one that was not sustained, nor desired at one of the levels

Key Concepts in the Course

One of the main topics that orients circles concepts and issues around teams and culture is the change. Change is something most, who endeavor to understand culture and team dynamics do so to learn how to effectively change the status quo culture or team environment. With this in mind and for our purposes we will explore Intentional Change Theory. ICT and Complexity Theory include many ideas but the ones of most importance for understanding sustained, desired change and your course projects are:

1) Change often occurs through discontinuity or **emergence** (also known as discoveries or epiphanies at the individual level). There are five discoveries that seem to be present in sustained, desired change. They are described by the **Intentional Change Theory** model shown in Figure 1 attached. The emergence of each stage or state (i.e., Pea or NEA) is a discontinuity. It occurs when a **tipping point** is reached, like a phase shift of water turning to ice at 32 degrees Fahrenheit. This property is often referred to as sensitivity to initial conditions or the butterfly effect.

2) There are two attractors of primary relevance to sustained desired change. They are the **Positive Emotional Attractor (PEA)** and **Negative Emotional Attractor (NEA)**, as shown in Figure 2. These are Lorenz or strange attractors. One of the major drivers of the PEA is the **Ideal Self or Shared Vision**, as described in Figure 3 attached.

3) Intentional Change Theory is a **multi-level complex system**. It is isomorphic, meaning that the same processes that produce Sustained Desired Change at the individual level do so at the dyad, team, organization, community, country, and global levels.

4) The **interaction** among levels (i.e., movement of information, emotion, and relationships) occurs through two possible factors. First, **resonant leadership** facilitates flow among levels. Resonant leadership occurs when hope, compassion and mindfulness are parts of the relationship between the leader and the people around him/her. Second, along with resonant leadership, at levels of organization or greater size, **social identity groups** are factors.

Evaluation Criteria

Class participation (30%) which includes asking informed, relevant questions and approaching class discussion with a curiosity rather than stark advocacy and attending classes consistently. If you are to miss a class, please inform me prior to your absence and submit to me a one-page reflection on a class topic of your choice.

Group Assignment (50%)

2 Reflections on readings, topics or personal experiences (20%)

Figure 1. Boyatzis' Intentional Change Theory

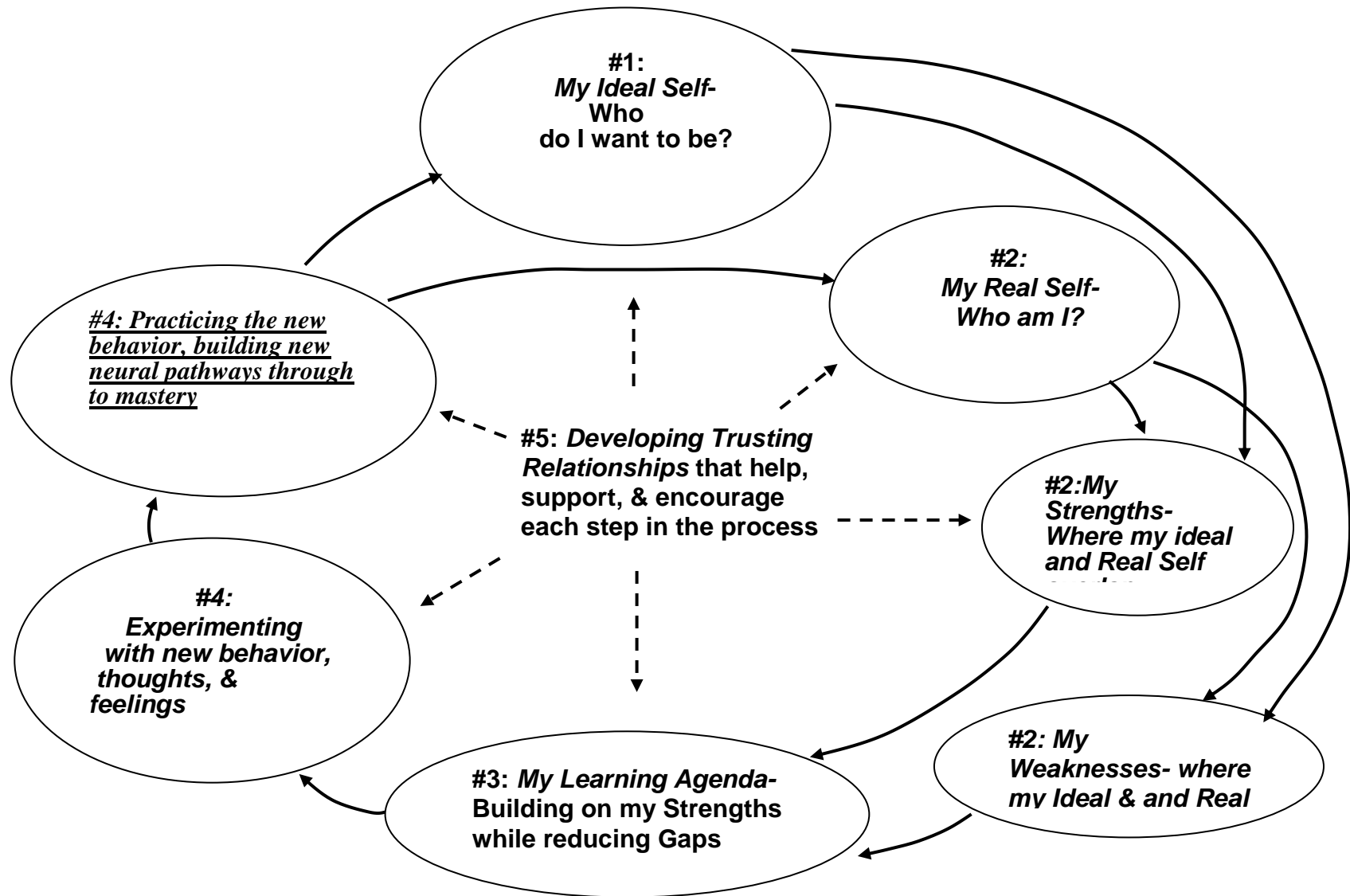


Figure 2. Two Emotional Attractors

	Positive Emotional Attractor	Negative Emotional Attractor
Neuro-endocrine	PNS Arousal	SNS arousal
Affect	Positive	Negative
Ideal Self	Possibilities, dreams, optimism, hope	Problems, expectations, pessimism, fear
Real Self	Strengths	Weaknesses
Lrng Agenda	Excited about trying	Should do, performance improvement plan
Experiment/ Practice	Novelty, experiments, Practice to mastery	Actions expected, things you are supposed to do
Relationships	Resonant	Dissonant or annoying