



APPLIES TO ACADEMIC YEAR 2010/2011

BIK 2926 High Performance Team - Developing and leading team

Programme
Single courses

Responsible for the course

Department
Department of Leadership and Organizational Behaviour

Term
According to study plan

ECTS Credits
7,5

Language of instruction
Norwegian

Introduction

Learning outcome **Knowledge goals**

The program has the following goals:

1. Giving the students knowledge within the area of team dynamics
2. Understand which variables that determine the performance of a team
3. Be aware of the expectation as team leader
4. Knowledge on how to handle demanding situations: conflicts, feed back etc.
5. Know the following leadership theories: Situational Leadership, self-leadership, super-leadership, transactional and transformational leadership
6. Knowing how to change the interaction in a team

Skill goals

1. Being able to apply different leadership styles that match demanding situations in the team
2. Being able to apply intervention techniques in order to improve the cooperation in the team
3. Be more aware your own leadership style and strength as a leader and use this to improve the team
4. Use leadership styles that match different situations
5. Being able to challenge and help team members to succeed in mastering their tasks
6. Develop a plan for how to develop your own team
7. Being aware of what creates conflicts in teams and strategies for handling different types of conflicts

Attitude goals

1. Develop a positive attitude and help team members to succeed
 2. Help team member to develop their potential
 3. Making reflections concerning strength and improvement areas
 4. See the usefulness in continues development as a team leader, and making reflections on values and behaviour
- Develop a critical attitude to theories and methods within leadership and be aware consequences of using these theories and methods

Prerequisites

Compulsory reading

Books:

Andreassen, Kjell Schou og Cato Wadel. 1989. Ledelse, teamarbeid og teamutvikling i fotball og arbeidsliv. Flekkefjord : SEEK. Utv. sider

Berg, Morten Emil, Øyvind Martinsen og Geir Thompson. 1998. Ledelse, kompetanse og omstilling. Oslo : Universitetsforlaget. Kapittel 1 og 2

Martinsen, Øyvind L., red. 2009. Perspektiver på ledelse. 3. utg. Oslo : Gyldendal akademisk. Utvalgte kap

Recommended reading**Books:**

Berg, Morten Emil og Geir Thompson. 1999. Team og teamutvikling. Sandvika : Handelshøyskolen BI, Institutt for kompetanseledelse

Course outline

What determin team's performance?
How do teams that perform better than expected function?
Effective team management
Effective team members
Designing change processes
Tools for improving the team's performances

Computer-based tools

No special requirements.

Learning process and workload

The course is taught over one semester. Besides lectures, group work will be used to create dialogue and explore certain topics. Cases, tests and role play will be used to enhance the learning process. Lecturers will not cover the whole syllabus. The purpose of the instruction is to point out main topics and delve into certain themes and examples. Participants are solely responsible for going through the entire syllabus.

Examination

The students will be handing in a term paper at the end of the course. They will be working on this paper throughout the course individually or in groups of up to three persons. The topic of the paper may be obtained from one's own place of employment and should explain how teams/one's own team functions (strengths and weaknesses). This will then make the basis for considering efforts to improve the team's performances. The term paper will increase the practical value of the course.

Examination code(s)

BIK 29261 - Term paper; accounts for 100% of the final grade in BIK 2926, 7,5 credits

Examination support materials

All

Re-sit examination

At the next ordinary execution of the course.

Additional information