Group/Team Development & Leadership
HRD 3210

CRN 14112

Winter Semester 2018

Tuesdays

1:00 to 4:20 p.m.

204 Pawley Hall

This course is a study of the use of team-based structures and processes to enhance quality, performance and employee satisfaction in the workplace. Topics include: stages of team development, behavior/skills that enhance team performance, leadership skills, team norms and goals, managing team conflict, team problem solving and decision-making models, and team evaluation and accountability techniques.

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Office Hours: 11:45 a.m. - 12:45 p.m. and 4:30-5:45 p.m. Tuesdays

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Syllabus

Class Policies

1. Strategies and techniques of this class can only be mastered when you participate in the application and discussion opportunities that are provided in this class. As a result, consistent attendance is a requirement for this class. Everyone can miss one class without penalty *(with the exception of guest speaker dates, presentation dates and the class marked as required)*. Each subsequent class missed for any reason will reduce your total number of points achieved by 5.

2. This class will consistently run the designated class time of 3 hours and 20 minutes. Missing the first half of a class or leaving a class prior to instructor dismissal will be considered a missed class and the attendance policy specified in policy 1 will be applied accordingly.

3. If a class is missed on an assignment due date, the assignment will still be due at the time noted in the syllabus. No exceptions! The instructor will not accept any assignments via email *(unless specified otherwise for Moodle classes).*

4. Each student is responsible for obtaining the notes and handouts for the missed class. The instructor will not provide them.

5. Slides and presentation materials will be made available via Moodle or Oakland University e-mail. It is the student's responsibility to obtain these materials.

6. The instructor will send course correspondence to students' Oakland University e-mail accounts. It is the student's responsibility to check their Oakland e-mail daily for communications from the instructor.

7. It is the student's responsibility to contact the Instructor should the University be closed due to inclement weather for instructions on assignments and course work.

8. An attendance sheet will be available at the beginning of each class and after the break. It is the student's responsibility to sign both rosters.

9. This class will require a service project that is to be completed as a team *outside of class*. Time will be provided in class as much as possible to provide teams with an opportunity to prepare; however, students will be responsible for identifying their own project, identifying a point of contact, coordinating schedules and scheduling their own visits.

11. All course assignments must be computer generated and submitted in hard copy *(unless specified otherwise for Moodle classes).*

12. This class requires **weekly preparation**. The instructor facilitates using discussions and activities, not lecture. Students will be responsible for reading assigned chapters **PRIOR** to class, completing assignments in preparation for class discussions and for actively participating in discussions. 10% of the grade in this class is based on **weekly participation**, so please come prepared with an open mind and engage in discussion with enthusiasm.

13. Voicemails, e-mails and text messages are to be returned during break. No phones, laptops or tablets permitted during class unless specified by the instructor.

14. All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and thereby seeking a grade that is not actually earned. Students are advised to read the entire Oakland University Academic Policy on *Academic Conduct of Undergraduate Students* available in the Oakland University Undergraduate Catalog.

15. Anyone who has a disability that may require some modification of seating, testing, or other class requirements should see me after the first class session so that reasonable accommodations may be made. Only those learners for whom I have received special documentation from the university are eligible for special arrangements.

16. I expect all course participants to approach the course in a mature, motivated, and professional manner. A professional approach means to:

    a. *Complete course assignments with enthusiasm and without complaint.*
    b. *Recognize that learning can only happen when we take an active role.*
    c. *Engage fully in all course activities*
    d. *Ask questions. Respond to the questions of others.*
    e. *Contribute your observations, insights, and opinions.*
    f. *Respect the observations, insights, and opinions of others.*
    g. *Treat information shared in class with respect, sensitivity, and confidentiality.*
    h. *Strive to excel.*

Syllabus (continued)

Text Materials

Levi, Daniel (2009). *Group Dynamics for Teams* (4th Edition), Thousand Oaks, CA: Sage Publications. ISBN 978-1-4129-9953-3.

Course Prerequisite

☐ Service project topic must be approved by instructor prior to completion of the project and development of presentation materials and paper documenting team findings and conclusions.

Course Outcomes

Upon completion of this course, students will be able to:

☐ Detail conflict management techniques

☐ Describe team norms and performance

☐ Describe a firsthand experience forming a team utilizing communication, leadership problem solving and decision-making strategies team to accomplish a common goal

☐ Identify and utilize appropriate strategies to constructively and respectfully manage team conflict

☐ Utilize accountability techniques within a team to ensure achievement of a common goal

Assignments
- Weekly Participation in Discussions
- Guest Speaker Reflection Papers (2)
- Mid-Term Exam
- Service Project Proposal & Outline
- Service Project Presentation
- Service Project Report
- Final Exam

Evaluation
Assignment sheets are provided for each of the tasks. In addition to the criteria presented on the assignment sheets, the following general criteria will be used for grading.

- Presentation quality (spelling, grammar, quality of graphics, etc.) is extremely important. The number of points awarded for any assignment will be substantially reduced for poor presentation quality. In addition, a high quality of writing is fundamental to success.
- All written assignments must be computer generated using a clear, dark cartridge or laser printer.
- Students are expected to attend each session and sign-in on the attendance roster circulated at the beginning of class and after the break.
- Assignments are due on the dates assigned. No exceptions! The instructor will not accept assignments submitted via email. All assignments must be submitted hard copy.
- **The projects in this class are TEAM-BASED. The expectation is that EVERY team member actively participates in EVERY assignment and contributes equally to the project. Failure to participate in the team project and complete work according to the outline established within the team could result in your removal from the team and completion of an extensive research project in lieu of the service project at the instructor's discretion. Please give your team 110%, 100% of the time.**
- **To ensure that every team member contributes equally to the completion of the projects, the team will complete a peer evaluation of one another on both the team presentation and paper. This grade is worth 20% of the total score on both projects.**

Evaluation (Cont.)
- **The instructor does not permit students to resubmit work for a revised grade and does not offer extra credit opportunities, so please follow assignment guidelines provided, follow the instructor's guidance and ask questions. Please be sure to submit your best work for every assignment.**
- The instructor is happy to meet with students who schedule appointments during office hours to review assignment progress and answer questions.
- Grading criteria with detailed questions for each assignment are included in this syllabus. Students are _**strongly encouraged**_ to peer review assignments using the criteria provided to receive feedback and identify necessary revisions prior to submitting the assignment to the instructor for grading.
- Final grades will be based on work submitted by **April 24, 2018.**

Grading

Weekly Participation	10 points
Guest Speaker Reflection Papers	10 points
Service Project Proposal/Outline	5 points
Mid-Term Exam	20 points
Service Project Presentation	20 points
Service Project Paper	15 points
Final Exam	20 points
TOTAL	100 points

Syllabus (continued

Week	Date	Topic	Assignment Due	Reading Due
1	01/09	Course Overview Assessing Your Team Experience Understanding Teams	**Teams are Assigned**	Ch. 1
2	01/16	Defining Team Success Team Beginnings The Impact of High Agreement		Ch. 2, 3
3	01/23	Understanding Basic Team Processes Cooperation and Competition	**Service Project Proposal and Outline Due**	Ch. 4, 5
4	01/30	Communication Managing Conflict		Ch. 6, 7
5	02/06	*******************NO CLASS********************* **Working Session on Service Learning Project**		
6	02/13	*Mid-Term Exam Covering Chapters 1-7*	**Mid-Term Exam**	
7	**02/20**	***********************NO CLASS***************** **ENJOY YOUR WINTER BREAK**		
8	02/27	Power and Social Influence Decision Making Theory		Ch. 8, 9
9	03/06	******************NO CLASS************************ **Working Session on Service Learning Project**		
10	03/13	Diversity Team, Organizational and International Culture		Ch. 13, 14
11	03/20	Guest Speaker Evaluating and Rewarding Teams	**Preliminary Guest Speaker Questions to Moodle by 1 p.m.**	Case Study Ch. 16
12	03/27	Virtual Teamwork Team Building and Training	**Guest Speaker Reflection Paper**	Ch. 15, 17
13	04/03	Team Red: Service Project Presentation Team Blue: Service Project Presentation Team Green: Service Project Presentation	**Service Project Report Due for Teams that Present**	
14	04/10	Team Orange: Service Project Presentation Team Purple: Service Project Presentation Team Yellow: Service Project Presentation	**Service Project Report Due for Teams that Present**	

Syllabus (continued)

Week	Date	Topic	Assignment Due	Reading Due
15	**04/17**	************REQUIRED CLASS************ **Teams in Action**		
16	04/24	*Final Exam*		

Every effort will be made to maintain the schedule as outlined; however, the schedule is subject to change throughout the semester due to changes in guest speaker availability.

Syllabus (continued)

Service Project Proposal/Outline

Due Date: January 23, 2018

Task: Propose your team's desired service project for instructor approval, including timeline for completion, team roles and responsibilities, and connection of project to course concepts.

What to include:

Outline Element	Information to Include:
Team Member Overview	□ Names of team members □ Role each team member will play in the project
Organization Overview	□ Organization name □ Organization overview including: mission, vision, purpose □ Primary points of contact *(Name, Title, email address, phone number)*
Service Project Description	□ What are your goals for the service project? □ What are your goals for the presentation □ What do you want to accomplish developmentally as a learning experience over the course of a project? Where do you lack knowledge/skill currently in managing teams? What specifically are you trying to gain knowledge or skill in team development/managing teams?
Summarize Chapter Concept	□ What chapter concepts will be aligned to your presentation? □ What chapter concepts are you most interested in gaining practical experience on by participating in the service project?
Identify Sources	□ What sources will be used to support your presentation? (Materials, books, research, subject matter experts, etc.)

Syllabus (continued)

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Syllabus (continued)

Service Project Presentations

Due Date: April 3 and 10, 2018

Task: Present your team's service project and conclusions in a 45-minute presentation. Brainstorm innovative techniques to deliver your service project story and findings. Have fun and be creative in identifying strategies and/or best practices while engaging the class in the learning project. This should be an engaging session for the learner, which means that the team is focused on facilitating/engaging with the learners rather than formally presenting for the entire 45 minutes.

Presentation Requirements	Information to Include:
Icebreaker Exercise	□ To introduce your service project □ Facilitate with your audience
Organization Overview	□ Organization name □ Organization overview including: mission, vision, purpose □ Who your team worked with (Position Title and Responsibilities)
Service Project Selection and Goals	□ Why did your team select the organization/service project? □ Why is there a need to serve the population that you served? □ What were your goals in completing the service project for this specific organization?
Team Dynamics/ Collaboration	□ How did your team form and function? □ What were the team norms that were established? How did you establish these? □ What areas was your team successful at? How did you define success? □ Where was your team challenged and how did you address it? □ How did your team address conflict when present? □ How did you identify strengths and weaknesses within the team? How did you take advantage of strengths and address weaknesses?
Course Connection	□ What course concepts were directly applicable to your team's dynamics? □ What surprised you along the way while participating in your team? □ What are your key takeaways from this team experience that you will take with you? □ How was the team experience different than what you expected to encounter?
Conclusion	□ What did you want to happen with the service project? □ What actually happened and why? *(What was the gap?)* □ What can you learn from this experience? □ What would you do differently the next time? *(Either with the project or the team process?)* □ What did you learn from those you served and your team members?
Team Celebration	□ Critical qualities of teamwork □ Honoring contributions of individual team members
Media/Materials	□ Power Point slides □ Visuals (flip charts, illustrations, usage of white board, handouts, etc.) □ Video (service project in action – help us understand the organization, how your team worked together, give us insight into your team dynamic, etc.)

Service Project Team Paper

Due Date: April 3 and 10, 2018

Task: As a team, write a paper (approximately 6-8 pages in length) that includes the following information related to knowledge and skill gained on foundational team concepts and the service project.

Paper Requirements	Information to Include:
Organization Overview	□ Organization name □ Organization overview including: mission, vision, purpose □ Who your team worked with (Position Title and Responsibilities)
Service Project Selection and Goals	□ Why did your team select the organization/service project? □ Why is there a need to serve the population that you served? □ What were your goals in completing the service project for this specific organization?
Team Dynamics/ Collaboration	□ How did your team form and function? □ What were the team norms that were established? How did you establish these? □ What areas was your team successful at? How did you define success? □ Where was your team challenged and how did you address it? □ How did your team address conflict when present? □ How did you identify strengths and weaknesses within the team? How did you take advantage of strengths and address weaknesses?
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Conclusion	□ What did you want to happen with the service project? □ What actually happened and why? *(What was the gap?)* □ What can you learn from this experience? □ What would you do differently the next time? *(Either with the project or the team process?)* □ What did you learn from those you served and your team members?

Syllabus (continued)

Guest Speaker Reflection Paper

Due Date: TBD – Will be submitted one week after the guest speaker presentation

Task: Conduct research on the guest speaker and prepare questions for discussion during the speaker's presentation. Reflect upon the findings from the guest speaker's presentation.

Paper Requirements	Information to Include:

Questions Prepared for Speaker	□ Prepare five questions based on:
	    o Research on the selected guest speaker to determine questions that you are interested in obtaining the speaker's perspective on.
	    o Text concepts read, or class concepts discussed that you are interested in obtaining the speaker's perspective on.

Course Connection	□ What course concepts were discussed by the speaker? □ What surprised you about the speaker's perspective? □ What are your most significant takeaways from the insights offered by the speaker? □ What will you apply to your current team dynamic in this class or a future team dynamic and why?