Winter 2018
Instructor: Jane Weston

Texts:
Levi, D. (2017). Group Dynamics for Teams, 5th Edition. Thousand Oaks, CA: Sage Publications

Managing Groups and Teams. Wikibooks. Retrieved from:
https://en.wikibooks.org/wiki/Managing_Groups_and_Teams

Reading:
Coutu, Diane. (2009). Why Team's Don't Work. Retrieved from: https://hbr.org/2009/05/why-teams-dont-work

Hackman, J. Richard and Wageman, Ruth (2018). Leading Teams when the Time is Right. Retrieved at:
https://dash.harvard.edu/bitstream/handle/1/4412633/SD%20Hackman%20Leading%20Teams.pdf?sequence=1

Hackman, J. Richard. (2011). Six Common Misperceptions About Teamwork. Retrieved from:
https://hbr.org/2011/06/six-common-misperceptions-abou

Katzenback, Jon R. and Smith, Douglas K. (2005). The Discipline of Teams. Retrieved at:
https://hbr.org/2005/07/the-discipline-of-teams

More articles are available in our canvas folder labelled "Articles".

Course Description:
Why take a course on teamwork? As you probably already know from your academic and work experience, more organizations are turning to teams as an organizing structure as they work to remain competitive and successful in increasingly complex business environments. In this course, we discuss both structural and process issues in teams and provide resources and tools for you as a team member to enhance team success. You will have an opportunity to practice teamwork and explore what it takes to create effective teams and work in a team setting.

Course Objectives and Assessment:

Learning Objective	Assessment Method
▪ To experience effective teamwork.	Team Projects, Team Integration Assignment, Peer Evaluation
▪ To understand and explain how group process, group structure, and organizational context influence team effectiveness.	Quizzes, Reviews, Class/Team Contribution, Individual Reflection Paper
▪ To assess your own qualities as a team member and understand how individual team member characteristics influence team effectiveness.	Individual Reflection Paper, Class/Team Contribution, Self-assessments, Feedback
▪ To analyze and evaluate models of team development and team effectiveness.	Quizzes, Class/Team Contribution, Team Feedback, Self-assessments
▪ To develop and practice skills necessary for effective teamwork.	Team Project, Class/Team exercises & activities, Team Presentation
▪ To develop written, oral, and interpersonal communication skills in a teamwork environment.	Team Project, Presentation, Quizzes, Individual Reflection Paper, Class/Team Contribution
▪ To use technology to assist in meeting learning goals.	Team Project, Team Presentations

Academic Dishonesty Policy: Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

Reasonable Accommodation Policy: It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at #360-650-3844 or www.drs.wwu.edu

Grading and Other Procedures: Evaluation for the course will be weighted as follows:

Assignment	Weighted % of Total Grade
Team Assignments (1 each per team) - Team Norms - Virtual Team Exercise/Presentation - Team Charter - Team Facilitation/Presentation	40%
Individual Assignments - Reflection Paper - 2 pop quizzes, no make-ups allowed	30%
Quizzes - 2 assigned	30%
TOTAL	100%

Grading System:
A (100-93%), A- (92-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-73%), C- (72-70%), D+ (69-67%), D (66-63%), D- (62-60%), F (61-0)

Grading Criteria: For each assignment, the following general criteria will be applied:
A= Work <u>excels</u> in completing the requirement- goes substantially <u>above and beyond</u> the basic requirements to show an outstanding level of competence, effort & professionalism.
B= Work <u>meets all stated requirements,</u> demonstrating very good performance, effort & professionalism
C= Work performs just at or at times slightly below the minimally acceptable level of required competence, effort & professionalism or there are significant inaccuracies present or issues not addressed.
D/F= Work is substantially below minimally acceptable standards of competence, effort and professionalism; work is unacceptable or highly inaccurate, or is not completed.

1. The quizzes will be both objective (T/F, multiple choice) and narrative, with short written essay questions. The quiz requires students to write concise, complete answers with examples that display comprehension and application to theory.

2. Details for the team facilitation will be provided in class. This project will require you to demonstrate understanding of the concepts discussed during the class and its application. Both a written report group presentation will form part of this project.

3. <u>Late work will be assessed a 10% penalty per day, including a 10% penalty if late on the due date</u>. There will be <u>no make-up assignments</u>. Make-up quizzes will be given only in cases of documented medical excuse and prior notification well in advance with the instructor. <u>No points</u> will be given to students who do not participate in team assignments.

4. Ethical standards and dishonesty procedures of the university are binding. Please refer to the Appendix of the university catalogue if you have any questions about these regulations.

5. The instructor reserves the right to adjust and/or amend this course outline as necessary to maximize student learning. If such changes are made, they will be announced in class and/or posted on the web.

6. The Course Outline that follows is a plan; therefore, <mark>it may change through the quarter</mark>. Be prepared to update with changes discussed in class. As appropriate to the focus of the class, additional readings or materials not in the text may be required and will be made available.

#	DATE	TOPIC	CH #	EXERCISES/DUE ASSIGNMENTS
1.	Jan 8	▪ Course Expectations ▪ Basic team concepts	Ch 1	Course Syllabus and assignment review
2.	Jan 10	▪ Stages of group development and socialization	Ch 2	Welcome assignment online
3.	Jan 15	▪ Developing positive group norms ▪ Group cohesion ▪ Building trust	Ch 3	Team Selection
4.	Jan 17	▪ Virtual Teams ▪ Sticky Situations Assignment	Ch 15	Virtual Team Assignment Given Sticky Situation Presentations in Class
5.	Jan 22	▪ Team roles & member behaviors ▪ Development of Charter	Ch 4	Team Norms Team Names
6.	Jan 24	▪ Cooperation, Competition ▪ Communication ▪ Management of agreement	Ch 5,6	
7.	Jan 29	▪ Conflict resolution styles ▪ Negotiation, mediation, & arbitration	Ch 7,8	Team Charter
8.	Jan 31 Online	Virtual Team Presentations		Virtual Team – Presentation Online
9.	Feb 5	**TEAM WORKING SESSION - CLASS DOES NOT MEET**		
10.	Feb 7	*Quiz – Team*		
11.	Feb 12	▪ Power and Social Influence Virtual Teams	Ch 15	Team Charter – Peer Assessment Tool #8
12.	Feb 14	▪ Individual & group creativity ▪ Evaluating & rewarding teams, Team Training	Ch 12, 17	Team Stages - Online
13.	Feb 19		Articles Assigned	Bring summary for team discussion on class articles
14.	Feb 21	▪ Problem-solving and decision-making processes	Ch 9,11	Team Feedback
15.	Feb 26	▪ Organizational Culture	Ch 10	
16.	Feb 28	▪ Diversity and perceptional processes	Ch 13, 14	
17.	Mar 5	▪ Presentations		Team Facilitation
18.	Mar 7	▪ Presentations		Team Facilitation
19.	Mar 12	▪ Presentations		Team Facilitation
20.	Mar 14	▪ Individual Quiz - Online		Reflection Papers due via canvas