

**FA 205 Teamwork for
Personal Development and Professional Effectiveness
Syllabus**

Winter Quarter, 2009
Hybrid Course
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O'Hare Campus
Meets: 1/10 9-12; **1/17 9-4**;
1/24, 2/14, 2/28, and 3/3 from 9-12
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Competences

- FX Understands the elements of team effectiveness and the nature of teamwork skills.
- A3X Can evaluate one's own attributes in terms of the demands of collaborative learning and/or teamwork projects.
- H2X Can assess the impact of organizational context on the nature of teamwork in that organization.
- L7 Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

Course Overview

Teamwork is a highly valued and often misunderstood means of getting something accomplished through a collective effort. It is the most complex competence in the Goleman's emotional intelligence constellation because it relies on the personalities, histories, preferences, skills and other attributes of individuals who comprise the group. This course will explore the variety of skills and abilities of individuals that contribute to effective teamwork. In class sessions, we will explore the learning dimension of teamwork by using the Kolb Team Learning Experience and will discuss other approaches to teamwork based on readings from the text, *The Wisdom of Teams*, and readings drawn from the literature of emotional intelligence.

Evidence of Competence

All students will participate in the completion of a team-based project that responds to one of the two scenarios below. In addition to the team submitting a product or document resulting from the team project, each student will submit individual written evidence of the competence(s) for which they have registered:

- FX: Analysis of the team's process in responding to the project related directly to Kolb's Team Learning model and elements of team effectiveness from course readings.
- H2X Analysis of how the organizational context for the team project (i.e., academic setting) affected team process; how it compares to teamwork in a business or not-for-profit setting.
- A3X Based on results from the Kolb LSI, the Kolb Team Learning Exercise, and one other measure of individual attributes, analyze one's role in the teamwork process.
- L7 Describe the learning tasks associated with the team project and assess the extent to which collaborative learning provided solutions for these learning needs.

Option1: Helping Adult Learners

Most colleges today have significant numbers of adult learners who are working to earn degrees while working, raising kids, taking care of aging parents, serving their communities, and trying to preserve some time for themselves. Little has been done to support adult students out of the classroom to help them connect to other adult students, understand the challenges that confront them, and succeed in school while balancing their lives. Your team is charged with creating some materials/services/resources to help adult students manage being adult students. Your first task will be deciding the scope of your work, your approach to it, and the deliverables you will produce to address the assignment.

Option 2: Helping SNL Grow

In its thirty-five years, SNL has been recognized as a leader in adult education and has experienced significant success in attracting adult students. However, in recent years, more and more colleges have developed adult programs and services and SNL is feeling the competition. It has traditionally relied on word-of-mouth marketing and has been satisfied with the results of SNL students and grads spreading the word. This no longer is adequate, and SNL needs to rethink its outreach and marketing efforts and implement some changes. Your team is charged with determining an approach for SNL and designing materials/resources/interventions to address the assignment.

Each team will determine its approach to the assignment and negotiate the deliverables directly with Donna by the date indicated on Blackboard.

Learning Resources

Kolb Team Learning Experience, Hay Group, 2004.

** The materials for the Kolb Team Experience will be provided in class.

Lencioni, Patrick. *The Five Dysfunctions of a Team*. Jossey-Bass, 2002. ISBN: 0-7879-6075-6.

Readings posted on BlackBoard

Class Schedule

As a hybrid course, class time is limited and is enhanced and enriched by structured interactions on Blackboard. Teams will have their own space on Blackboard to communicate about projects and the class as a whole will interact about class activities and readings. Students should expect to check the Blackboard site a minimum of three times per week. Please note that on the syllabus and on the Assignments page of the Blackboard site, each week is listed as a session whether the class is meeting on campus that week or not.

Below are listed classroom session dates and topics:

1/10	Introduction to the course and each other Fundamentals of teamwork Learning Styles Team projects Team composition
1/17	Kolb Team Learning Experience
1/24	Team process icebreaker Relationship of teamwork and emotional intelligence Five Dysfunctions of a Team
2/14	Conflict resolution and teamwork Troubleshooting team projects
2/28	Team Meetings with Donna
3/3	Presentation of team projects Individual student presentations

Ground Rules

Attendance: The nature of the course depends on participation of group members, so attendance is central to learning of individuals as well as the group, whether we are meeting in the classroom or on Blackboard. Several in-class exercises will provide evidence of competence and must be completed. Students who miss these exercises will need to make them up in some way. If you know you will need to miss class due to *unavoidable* travel or commitments, make arrangements in advance to make up the work you will miss. If you miss class due to an emergency, contact me as soon as possible. While missing any class time might make it difficult for you to earn the grade you wish, missing more than two classes sessions may lead to a significant grade reduction or a grade of "Incomplete."

Academic Seriousness: It is expected that students will incorporate sound studentship skills in the course, coming prepared to class and team sessions; participating in BlackBoard discussions; employing college level writing and critical thinking skills. In addition, students will demonstrate their academic maturity by honoring the Academic Integrity policy, participating actively in class activities, interacting respectfully but honestly with group members, preparing for each class session, seeking connections between course content and other experiences, and assuming responsibility for their own learning.

Incompletes: Students may request a grade of "Incomplete" if a significant change in circumstance prevents their timely completion of class sessions and/or assignments. The Incomplete Contract must include terms for resolving the Incomplete and must be submitted by the student and signed by the instructor. Failure to submit outstanding work by the specified deadline will result in a grade change from IN to F. Students who do not submit work by the end of the quarter and who have not requested an IN, will be awarded an appropriate letter grade and not an Incomplete.

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvicing@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.