

FA 350 Effective Collaboration: Skills, Structures and Cultures
Syllabus
DePaul University - School for New Learning
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Instructor

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Course Description

Collaboration or working in teams is a practice or stated goal in most 21st century workplaces. It is intended to tap into creativity, problem-solving skills and diverse perspectives to help today's organizations be more competitive through creating and sharing knowledge. Collaboration is encouraged in traditional face-to-face settings and in virtual environments. What does it mean to collaborate effectively? What are the benefits to organizations and individuals of effective collaboration? What makes collaboration elusive? What skills, structures/tools and cultures promote collaboration?

This class is a hands-on experience of creating and functioning in a collaborative organization. You will immediately apply your learning to create that environment in the classroom and online. You will individually document your learning in a learning journal and work in a group to collaboratively create a visual representation of your learning about the concepts comprising effective collaboration.

Course Objectives:

After completing this course students will be able to:

- Describe basic skills, values and practices that support collaborative work
- Describe organizational cultures and structures that support collaborative work
- Describe benefits of collaboration to individuals and organizations
- Function more effectively in collaborative settings
- Create more effective collaborative environments

Course Competencies

To demonstrate the following competences successfully you must be able to “do” them as well as discuss them. They require working with others to accomplish a task.

L7 – Can learn collaboratively and examine the skills, knowledge and values that contribute to such learning.

- Students demonstrate this competence by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. It is characterized by a willingness to explore the ideas and insights of others in an atmosphere of mutual respect, encouragement and challenge. *

FX – Can help individuals and groups learn by stimulating insight and facilitating changes in beliefs, behaviors or underlying assumptions.

- Students demonstrate this competence by using an appropriate balance of inquiry and advocacy in group settings. It is characterized by an ability to approach tasks with curiosity and the goal of understanding others, asking questions to gain understanding, clearly expressing one's own ideas and being open to others' questions and the possibility of changing.

H-3-D – Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.

- Students demonstrate this competence by applying...interpersonal communication to an actual situation. Students need to articulate their reasons for employing a given approach and to evaluate the effectiveness of their approach. *

* Taken from SNL's Competence Statements and Criteria document

Learning Experience:

This class combines classroom meetings with online learning. You will work independently and collaboratively in both environments. You will work collaboratively in a small group to create a concept map that documents your shared learning about the subject matter of the class. Individually, you will document your learning through the lens of your competence in a weekly learning journal. Concept maps will be shared with the class; learning journals may be shared.

This class will require as much (or possibly more) time as a traditional class. It requires students to be familiar with and use Blackboard. Success requires self-direction, reading, reflection and active class participation. On-campus classes will include lectures, exercises, discussions and group work. Blackboard will be used to conduct online discussions, work in groups, collect assignments and provide feedback. Participation during online weeks must occur during the class week. Late participation is not acceptable. A Blackboard tutorial is available at: http://www.itd.depaul.edu/website/media/blackboard_flash_tutorials/Students/ Additional ITD information regarding Blackboard is available at: <http://www.itd.depaul.edu/website/Students/studentblackboard.asp>

Required Texts and Resources

Students will read from the following books on Books 24X7 at the library website, selected website resources and additional resources identified during the class.

- ***Beyond Teams: Building the Collaborative Organization*** by Michael M. Beyerlein, Sue Freedman, Craig McGee and Linda Moran Pfeiffer © 2003
- ***Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed***, Second Edition by Deborah L. Duarte and Nancy Tennant Snyder Jossey-Bass © 2001

During the class students will also complete the Thomas-Kilman Conflict Mode Assessment (TKI) © Consulting Psychologists Press. The assessment instrument will be provided in the first class. Additional resources may be introduced during the class as required.

Course Map

Class	Location	Content	Assignments
1/9/08	Loop	<ul style="list-style-type: none">• Review syllabus, course structure, goals, expectations, Blackboard operation and concept mapping (presentation and discussion)• Collaborative skills and practices (presentation and discussion):<ul style="list-style-type: none">○ When to collaborate?○ Group development and dynamics○ Key roles○ Expectations/groundrules/feedback• Group activity	FOR 1/16/08 <ul style="list-style-type: none">• Download and play with concept map software: http://cmap.ihmc.us/download/
1/16/08	Loop	<ul style="list-style-type: none">• Review and overview• Collaborative skills – active listening, dealing with assumptions, balancing advocacy and inquiry (presentation, exercises, and discussion)• Begin collaborative work on concept map to answer the question: What is effective collaboration?	FOR 1/23/08 <ul style="list-style-type: none">• Read <i>Beyond Teams</i>, Ch. 1• Complete and score TKI. Read the accompanying text.• Post learning journal(s) on Blackboard first time (covers first two weeks)
1/23/08	Loop	<ul style="list-style-type: none">• Review and overview• Conflict and collaboration – resolving conflict in collaborative organizations (discussion and exercises)• Feedback (presentation and discussion)• Continue group work on concept map	FOR 1/30/08 <ul style="list-style-type: none">• Read <i>Beyond Teams</i>, Ch. 2• Think about your organization; where are its collaborative strengths and weaknesses? Give examples and post to Blackboard.
1/30/08	Online	<ul style="list-style-type: none">• Review and overview• Discuss organizational strengths and	FOR 2/6/08 <ul style="list-style-type: none">• Read <i>Beyond Teams</i> implementation

		<p>weaknesses in the context of Beyond Teams Chapters 1&2. Identify common themes and answer questions posed on Blackboard.</p> <ul style="list-style-type: none"> Continue group work on concept map 	<p>chapter (3, 4, 5, or 6) Read the chapter that is most like your organization</p>
2/6/08	Loop	<ul style="list-style-type: none"> Mid-course review (class discussion) Mid-course assessment of class as a collaborative organization (assessment, feedback and action planning in groups) Continue group work on concept map 	<p>FOR 2/13/08</p> <ul style="list-style-type: none"> Read Mastering Virtual Teams, Ch. 1 Post learning journal on Blackboard second time (covers third and fourth weeks)
2/13/08	Online	<ul style="list-style-type: none"> Review and overview Organizational culture: what is it and why it matters. (follow instructions on Blackboard and discuss questions as a class) Continue group work on concept map 	<p>FOR 2/20/08</p> <ul style="list-style-type: none"> Read Beyond Teams, Ch. 7
2/20/08	Loop	<ul style="list-style-type: none"> Review and overview Organizational structure: real structures, virtual structures, networks and the formal and informal organization. (read information on Blackboard and discuss) Continue group work on concept map 	<p>FOR: 2/27/08</p> <ul style="list-style-type: none"> Identify your top three learnings from the class thus far. Be prepared to discuss on Blackboard.
2/27/08	Online	<ul style="list-style-type: none"> Review and overview Discuss individual “top three learnings” in groups. Agree on three in each group and how they would support a collaborative class group in the future. Post group work and review/discuss other groups’ work. Continue group work on concept map 	<p>FOR: 3/5/08</p> <ul style="list-style-type: none"> Identify and summarize information from two business/professional journals, magazines, books, or websites on “collaborative organizations” and one of the following: <ul style="list-style-type: none"> o culture o structure o learning o engagement o performance o virtual Bring to class and be prepared to explain briefly to the class.
3/5/08	Loop	<ul style="list-style-type: none"> Review and overview Complete and discuss self and group member assessments Creating collaborative environments in the future (share research results; agree as a class on “Top Five Things To Do” to maximize collaboration in future class groups, online and face-to-face.) Continue group work on concept map 	<p>FOR: 3/12/08</p> <ul style="list-style-type: none"> Post final concept map on shared server by 3/11 (you are responsible for making sure it works prior to class.) Post learning journal on Blackboard third time (covers weeks five through nine)
3/12/08	Loop	<ul style="list-style-type: none"> Review and overview Group concept map marketplace. Wrap up Course evaluation 	<p>FOR: 3/19/08</p> <ul style="list-style-type: none"> Absolutely last date to submit written work on Blackboard

Competence Specific Work:

For each competence you will keep a reflection journal. Your journal should reflect on each week’s reading and your experience in the class as viewed through the lens of your competence. At minimum discuss:

- What you know that you didn’t know before the readings and class discussion.
- How you know you know it.
- How this knowledge makes a difference; how you will use it.
- Specific demonstration of your competence.

- What you gained by working collaboratively.
- What you need to focus on to be more effective in future collaborative work.

Each full journal must contain **at least** 18 pages (two pages per week). You will submit your journal(s) three times during the class. You may choose to share parts of your journal with the class on Blackboard.

Evidence Students Will Submit:

Individual

- A learning journal for each competence (submitted three times)
- Class participation in each face-to-face and online class session

Group

- A concept map answering the question: **What is effective collaboration?** To be discussed with the class in Week 10. (Map will not be graded.)
- A collaboration assessment for yourself and for each group member.

General Guidelines for Written Work:

Write clearly using Standard English and cite references appropriately. If there are questions about what this means, the Writing Center can help. For information on the Writing Center services and ways to access it, see:

<http://condor.depaul.edu/~writing/> Also review the SNL Writing Rubric on Blackboard in the Course Information area.

When submitting written work use 1-inch borders, 12-point type and 1 ½ line spacing. Place your name, class name, competence(s) statement and date on a cover page. Submit your work by posting it in the appropriate area on Blackboard. **Written work not adhering to these guidelines or submitted late without prior approval may be penalized.**

General Guidelines for Class Participation:

You must participate in the class each week. You are to have completed the assigned reading or other work and to contribute regularly and substantially to help create an environment of curiosity and learning. This may include:

- Asking questions and examining assumptions
- Articulating, explaining and/or supporting positions or ideas by referencing readings as well as opinions
- Exploring and supporting issues by adding explanations and examples
- Examining the ideas and assumptions of others
- Negotiating understandings, interpretations, definitions and meanings
- Summarizing previous contributions and asking follow up questions
- Proposing actions based on ideas developed.

NOTE: If you are unable to attend a class, you must notify the instructor in advance and make arrangements with your group to catch up. **Consistently arriving late, participating late or participating minimally will impact participation points. If you miss three or more classes you will receive an F for the class.** This expectation applies to face-to-face participation as well as online participation.

Course Grading Criteria

Each assignment will be assessed using a five-point scale: Very well, Well, Adequately, Not too well, Not well. This scale will be applied to each criteria listed for each assignment.

Learning Journal (150 possible points; 25 possible points for the first submission, 50 possible points for the second, 75 possible points for the third.)

Each submission of your journal will be assessed on the following criteria:

- How well does your journal show that you understand the issues of the class?
- To what extent are you able to synthesize learning from reading, class discussions and your group work in your written work?
- How carefully and deeply are you able to develop your own reflections on the class material and experiences?
- How well does your journal demonstrate/relate to the competence you are taking?
- How clearly, concisely and completely do you express yourself in your writing?

Class Participation (110 possible points; 10 per class weeks 1-9; 20 possible points for the last class.)

- Two meaningful contributions during each class (this is “Adequate” participation)

Collaboration Assessment (80 possible points; self assessment 40 possible points; average from group members 40 possible points)

- Supported the group’s work by keeping commitments
- Provided helpful feedback in a respectful way
- Balanced advocacy and inquiry
- Helped the group deal constructively with conflict
- Attended to the group’s development and functioning

Concept Map (10 points for presented and discussed map)

Grading Scale:

Examples:		
Single competence		
Journal (1)	19 points	
Journal (2)	45 points	
Journal (3)	70 points	
Class participation	100 points	
Collaboration assessment	78 points	
Concept map	10 points	
Total	322 = A-	
Two competences		
	1 st Competence	2 nd Competence
Journal (1)	19 points	25 points
Journal (2)	45 points	48 points
Journal (3)	70 points	73 points
Class participation	100 points	100 points
Collaboration assessment	78 points	78 points
Concept map	10 points	10 points
Total	322 = A-	344 = A

333-350 = A
315-332 = A-
298-314 = B+
280-297 = B
263-279 = B-
245-262 = C+
228-244 = C
210-227 = C-
193-209 = D+
175-192 = D
<175 = F

Final Grades

You may view your cumulative points at any time by logging on to Blackboard and going to the Gradebook. At the end of the quarter students will receive a letter grade for each competence. To take the course Pass/Fail, inform the instructor in writing by the end of **Week 3**. Once P/F is elected, it is not possible to receive a letter grade.

Instructor’s Biography

Prior to her current role as a principal in her own firm, Parallax (www.parallax-perspectives.com), she held policy-level positions in marketing and communications in several organizations over approximately 20 years. She graduated cum laude from Indiana University with a BS in business and received a MS in organization development from Loyola University Chicago. She has written on organizational communication, teamwork and leadership topics and her most recent article appeared in the Journal of the International Listening Association. She has presented on using story in the workplace at local and national conferences as well as addressed CEOs on the topic of employee engagement. She is a founding partner of CivilityWorks, an organization dedicating to helping make workplaces work for everyone (www.civilityworks.com).

Incompletes/Plagiarism

You must discuss the need for an incomplete with the instructor **before the last week of class at the latest**. Incomplete grades are not automatic; they must be requested in writing and a specific contract made for completing them within the next two quarters. **Students who have not completed the majority of the classwork will not qualify for an incomplete.** See the attachment for the university policy on incompletes.

Plagiarism is serious. It may ultimately result in dismissal from the University. See the information below for the description of plagiarism as described in the SNL Student Handbook. This may be viewed at <http://studentaffairs.depaul.edu/handbook/code16.html> **Questionable written work will be submitted to TurnItIn, a website that instantly identifies papers containing unoriginal material.**

Attachment to Syllabus

Incomplete Policy

It is expected that students will complete course assignments and evidence by specified due dates within the quarter. In circumstances which the instructor determines to be exceptional, when a student is unable to complete required coursework by the established due dates, the student may request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completion of an IN Request Form that the student signs. The form specifies the final date by which all outstanding coursework must be completed. Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. **After the final submission deadline, the student will have no further opportunities to submit work for a passing grade and the IN will change to an F.**

Policy on Plagiarism

Students are expected to observe the University's established guidelines regarding academic integrity, including the following statement regarding plagiarism, as quoted from the University's "Handbook for Undergraduate Studies":

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- *The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.*
- *Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.*
- *Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.*
- *The paraphrasing of another's work or ideas without proper acknowledgement.*

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the university taking further punitive action including dismissal from the University.