

FA 361– Team Building

O’Hare Campus; Thursdays, June 17 – August 19, 2004, 6:30 – 9:30 PM

Instructor: Anthony Colantoni, J.D., M.S.O.D.;

The SGC Consulting Group, Inc; 4247 Wilson Avenue; Rolling Meadows, IL 60008; 847-358-0614

847-776-7637 (fax); Email: tony@sgcconsultinggroup.com

Hours: By appointment only

Course Description

No matter what our expertise, discipline, or area of interest, we are and will continually become members of teams, work groups, task forces and committees in both our work and personal lives. What we once did in isolation, we now do with others. This awareness has required truly effective organizational leaders to examine, understand, and master the ways in which individuals interact in group and team settings.

Team Building utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing effective teams. Different approaches to management, motivation and performance are addressed, along with barriers to effective team efforts. Participants will experience the roles of team member and team leader as they develop their understanding of the “whats” and “whys” of effective teams. Expected student outcomes include mastering the basic concepts, theories, and fundamental techniques in team development and maintenance, identifying current challenges and issues that exist in a variety of settings, including “virtual” teams, and identifying positive team management strategies and their application to those situations.

As participants, you will

- Explore theories, models, and intervention strategies for team development and high performing teams
- Experience the roles of team member and team leader while learning about the stages of team development.
- Develop your professional competence in decision making and problem solving, conflict management, and other team issues.

Faculty Biographical Sketch – Anthony Colantoni

I am a principal and senior consultant with The SGC Consulting Group, a Chicago-based organization development consulting firm that specializes in helping businesses and organizations through the growth and change process. I concentrate my efforts in the areas of executive coaching, team development, leadership development, and organizational change. I have experience in many settings, including manufacturing, technology, pharmaceuticals, consumer products, food, health care, higher education, human services, public agencies, and church ministries. I received my Bachelor’s degree from Villanova University, my law degree from the John Marshall Law Center, and my M.S. in Organizational Development from Loyola University Chicago. I have engaged in additional professional development through the Center for Creative Leadership, the Organization Development Network, the American Society for Training and Development, the American Psychological Association and the Midwest Center for Somatic Psychotherapy.

Competencies

L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

H-2-F: Can explain the development, roles, and maintenance of social institutions.

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

F-X: Can integrate concepts of organization development into a life orientation and approach that has as its goal helping individuals and organizations to be more effective.

Learning Experience

We will explore the subject of team building via the experiential learning model. That means that we will experience an event, engage in reflection, jointly articulate some theories and ideas about what took place

so as to derive some meaning, and then use this newly discovered meaning in our next experience. I will supplement our discussion with some lecturettes, but generally will not lecture over extended periods or present large amounts of content. Rather, my expectation is that everyone has a responsibility to contribute to the group's learning.

Our exploration will be highlighted by experiential activities, role-plays, case studies, and your own experience to underscore and intensify the concept sought to be understood. Our dialogue will focus on how we can integrate these concepts in our work and personal lives in order to increase our effectiveness and satisfaction.

We will use two **texts** for this course:

J. Richard Hackman (2002). Leading Teams: Setting the Stage for Great Performances. Boston, MASS: Harvard Business School Publishing Corporation.

W. Brendon Reddy with Kaleel Jamison (Eds.) (1988). Team building: Blueprints for Productivity and Satisfaction. Alexandria, VA: NTL Institute and San Diego: University Associates.

As you can see below, **class participation** accounts for 20% of one's grade. My expectation is that those people enrolled in the course will attend class and participate. We'll talk about what participation means during our first class. I also understand that unexpected events occur that might prevent you from attending a particular session. In such cases, I request that you contact me at the earliest possible opportunity to discuss consequences.

Evidence the Students will Submit

I've designed the following assignments with their weight relative to the final grade with a view toward helping you to demonstrate that you have achieved the competencies listed above. Since the competencies are closely related, I see that each of these assignments is important to each competency. I am open to other views.

Team Assignment	50%
Class Participation	20%
Individual Paper	30%

Team Assignment: All participants will be divided into learning teams. Each team will have as its task the compilation or creation of a manual that captures collective learnings from the course in a way that would be useful to individual team members and others doing team building and development. As the class is experiential in nature, the team manual consists of, in part, the real experience of the class team. Teams will be awarded a grade for their product, which will represent 50% of each member's grade.

Individual Paper: All participants are expected to complete a paper entitled "The Meaning of the Course for Me." The grading criteria for the paper include being able to find the "whole person" contained in the writings. This is an opportunity to integrate, internalize and innovate all learnings and awarenesses. This paper is not a literature, book, or lecture review. The length of the paper should be no less than 10 to 12 pages. ***Your paper must be received in my office listed above no later than the close of business on August 27, 2004. I will not accept papers transmitted via facsimile or electronic mail.*** If you would like to receive a copy of your paper with written comments, please provide a self-addressed, stamped envelope. More information will be provided during class, but the paper needs to be a reflection of your capacity to integrate, internalize and innovate.

Group and Classroom Participation: You are members of a small group. Experience and discussion in this group will be a key source of learning with group processes and facilitation skills. Content will include problem-solving exercises, analysis of real-life cases for participant's in-classroom experience, and opportunities to practice giving and receiving feedback and to experience the formation and development of a small group. Grading criteria include your level of insight in discussions, willingness to experiment with new behaviors and/or processes, and contribution to the learning of other group members and the class. I support and uphold the University's guidelines on academic integrity as found in the **Academic Integrity Policy** in the Student Handbook.

Criteria for Assessment

Key criteria in grading written assignments include your ability to demonstrate critical thinking skills, the acquisition of professional skills and the level of professional and personal insight evident in your class participation and written assignments. Your work needs to demonstrate your ability to evaluate material presented in class or in the assigned reading from a critical point of view and not simply summarize or repeat back what you have read or heard in lectures.

All written work is expected to be of a level of quality consistent with undergraduate study. Effective organization and presentation of your ideas, correct grammar and appropriate documentation of source materials are key elements in evaluating the quality of your work. Papers that not double-spaced will not be graded and will be returned for re-formatting. Assignments are due on the date indicated. If a paper is going to be late, please telephone so we can negotiate the consequence to your grade.

Course Schedule and Agenda

Session 1: June 17, 2004

- Overview orientation/syllabus/schedule
- Introductions
- Goals and Expectations
- Teams

Session 2: June 24, 2004

- Readings: Reddy, pp 3-25, 35-45, 62-72, 76-88 & Hackman, Chapters 1 & 2
- Fundamentals
- FIRO Element B

Session 3: July 1, 2004

- Readings: Reddy, pp. 45-64, 88-98, 137-150 & Hackman, Chapters 3, 4, 5
- Stages of Group Development
- Team Goals, Roles, Interpersonal Relationships, Processes

Session 4: July 8, 2004

- Readings: Reddy, selected readings from pp. 179-198 & Hackman, Chapters 6, 7, 8

Session 5: July 15, 2004

- Readings: As assigned
- Selected topics

Sessions 6: July 22, 2004

- Readings: As assigned
- Team Assessment

Session 7: July 29, 2004

- Readings: As assigned
- Selected Topics

Session 8: August 5, 2004

- Readings: As assigned
- Selected topics

Session 9: August 12, 2004

- Readings: As assigned
- Selected topics

Session 10: August 19, 2004

- Feedback
- Present Team Manual to Class
- Team Learnings
- Termination