

**DEPAUL UNIVERSITY
SCHOOL OF NEW LEARNING
SUMMER 2009**

COURSE: Teams and Teamwork, HC 149

COURSE DESCRIPTION:

It's obvious; teams outperform individuals. What's not obvious is how to make teams work. This course takes a look at the "why" and "how" of teams – specifically looking at team building, communication, leadership, behaviors, conflict management, decision-making, diversity, and problem-solving. The goal of the course is multifold; to help students understand team dynamics, to become better team members through experience, to be better able to manage teams, and to apply team theory to actual practice in their personal and professional lives. This course accomplishes these goals through a combination of fun team exercises (each session) supplemented by lecture, discussion, video cases, and role-play.

TEXT AND RESOURCES: - Various handouts, short articles, and in-class hands-on fun activities

-Katzenbach, J. R. & Smith, D. K. (latest edition). The wisdom of teams.
New York, NY: HarperCollins. (latest softback edition is fine)

INSTRUCTOR: Brian R. Hinrichs Ph.D., MBA, CCP, PHR, ARM

TIME/LOCATION: 06/15/09-08/17/09 Mondays, 6 p.m. start – Loop Campus (Downtown)
Location, tba*, check at location

OFFICE HOURS: Hours announced in class *(tba)
Always before and after class and/or by appointment

CONTACT PHONES/EMAIL: Written: 2044 E. 2200 N. Road, Watseka, IL 60970
Phone: (815) 432-3620 – home, Watseka, IL, before 10 p.m.
Phone: (815) 351-7445 – cell, anytime, message also
Email: brhinri@colint.net (home)

OBJECTIVES:

1. To learn about team dynamics including: roles, norms, management, communication, social styles, leadership, conflict resolution, diversity, problem-solving, and decision-making.
2. To experience teamwork through the use of fun experiential exercises and activities with the goal of improving team membership effectiveness and contribution in practical use.
3. To develop oral and written communication skills as well as collaboration skills in working with others in teams.
4. To develop practical skills in working effectively with others in various teams inside and outside the classroom to apply present skills and to develop more advanced team skills.
5. To develop the ability to understand as well as the ability to apply the team and teamwork concepts to practical real life situations.

CRITERIA FOR EVALUATION:

-TEAM PROJECT/PRESENTATION/PAPER	35%
(teaching; 25% present, 10% paper – see competency grid)	
-PERSONAL JOURNAL-PART #1, PART #2	25%
(reflecting/integrating; 12.5% each part)	
-TEAM CONTRIBUTION/PARTICIPATION	30%
(50% Professor evaluation, 50% peer evaluation)	
-FINAL QUIZ (covers full-term of course)	10%

GRADING SCALE:

A	From 89.5% to 100.0%
B	From 79.5% to 89.4%
C	From 69.5% to 79.4%
D	From 59.5% to 69.4%
F	BELOW 59.4%

*tba – to be announced in class

 Total: 100%
COMPETENCY/COURSE GRID:

Enrolled in <u>Competency(ies):</u> <u>Course components to be done:+</u>	<u>Percentage base-total grade:</u>
L-7 Team project, Part #1 journal, participation/contribution	77.5%
F-X Team project, Part #2 journal, participation/contribution, paper	87.5%
H-2-D Team project, Part #2 journal, participation/contribution	77.5%
L-7 plus F-X Team project, Part #1 journal, participation/contribution, paper	87.5%
F-X plus H-2-D Team project, Part #2 journal, participation/contribution, paper	87.5%
L-7 plus H-2-D Team project, Parts #1 & #2 journal, participation/contribution	90.0%
L-7, H-2-D, & F-X Team project, Parts #1 & #2 journal, participation/contribution and written paper (YOU CAN ONLY ELECT 2 COMPETENCIES)	100.0%

EXAMPLES (FX Statement)

1. **FX:** “Can build cooperative teams in which members have shared goals”
2. **FX:** “Can build and lead cooperative teams in which members have shared roles, responsibilities, and successes.”
3. **FX:** “Can identify the role of conflict and negotiation in family dynamics and the role of the couple as a team.”
4. **FX:** “Can build high performance cross cultural teams in which members have shared communications, roles, and goals.”

+Course components relate to the three parts presented earlier under “criteria for evaluation”

FACULTY BIOGRAPHICAL SKETCH:

I come to DePaul’s School of New Learning and this class with teaching experience at DePaul, Saint Xavier University, Millikin University, Illinois Wesleyan University and at Illinois State University. My fourteen years of experience is complemented by my academic training at Illinois State University where I earned my bachelors (B.S.), masters (M.B.A.), and doctorate (Ph.D.) degrees in various fields of business administration and educational administration. I also am an active researcher, consultant, and presenter with an emphasis on putting theory into practical use or as one of my former DePaul students commented, “he puts the rubber to the road and walks the talk”. On a more personal note, my wife and I enjoy collecting and restoring antique cars, especially the early two-seater Ford Thunderbirds of the 1950s.

COMPETENCIES OFFERED:

BA-'99 Program:

L-7: **-Lifelong learning (cat.), Collaborate Learning (subcat.):** Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. (1.) Participates in a learning project with others, (2.) Applies collaborative learning skills, such as communication skills, skills of group dynamics, etc..., and (3.) Reflects on one's ability to contribute to the collaborative learning process as characterized in at least one model or theory.

By: *(1.) Participating in an outside class team grouping to put together a 20 minute presentation on a teamwork concept and practice – requires collaboration, research, planning, practice, etc... Also in a team grouping with others during each classes' experiential exercise – participating with others. (2.) Applies the models, theories, concepts covered throughout the class with the help of others in a competitive experiential team exercise during each class – requires communication, cooperation, etc... (3.) Experiences team processes and dynamics as student is involved in both in-class and out-of-class team groups – reflection in journal part or parts as to both experiences.*

FX: **Focus area competency (cat.), Defined area, focused elective (subcat.):**
Written by student and faculty member. Relates to career, academic, or personal related foci.

By: *Both academic and career related as to focus. Student, with the collaboration and cooperation of others in a team, creates a presentation on an advanced teamwork concept in terms of practice. Presentation is expected to include an experiential exercise along with lecture and discussion involving the team and the class. Students seeking this competency will also turn in a written paper involving the same advanced team concept as presented, yet the paper will integrate resources that relate to the team concept/skill and that relate to implementation, use and effectiveness of the concept/skill as used in practice. Paper tailored to individual student interests as to the subject, goals, and personal/professional aspirations.*

Academically, the student will improve upon his/her knowledge of theories and extend the learning to more advanced concepts from his/her group as well as from being involved in the experience of other group's concept/practice presentations. Academically, focus extends current knowledge of teamwork, blends materials from disciplines and sources as teams relate to and are involved in the discipline and its' knowledge and as the FX competency student seeks out and integrates resources into his/her written work.

H-2-D: -Human Community competencies (cat.), Competence in Institutions and Organizations (subcat.): Can use two or more organizational theories in the analysis of one's experiences in an organization. (1.) Describes two or more organizational theories, (2.) Describes a situation in an org. that can be explained by these theories, and (3.) Applies (1.) and (2.) and to one's own experiences.

By: (1.) *Knowing the stages of team-building, team communication model, levels of feedback, situational leadership theory, social styles model, T-K conflict model, decision-making model, facilitating diversity model, and team problem solving model.* (2.) *Part #2 of the personal journal applying one or more of the above models to a real situational case.* (3.) *Student uses Part #2 of the personal journal to also reflect on learning and apply concepts with comment to own personal and professional experiences in the class.*

GENERAL INFORMATION: (General, attendance, participation, integrity, incomplete, and accommodation policies)

-Attendance, participation, and relevant contributions are required and always encouraged. (Excuses in these areas should be discussed prior to the date in question).

-No make-up presentations will be scheduled and all assignments will not be accepted if turned in or completed late. Most assignments, other than reading, are completed during class.

-All written assignments are to be typed (word processing technology) and should contain no typos.

-All reading assignments and/or activities assigned should be read or completed prior to the date for which they are assigned.

-All presentations should make use of technology where and when appropriate (word processing, spreadsheets, and presentation software). All teams presenting should make use of handouts and other resources for the rest of the class where and when appropriate.

-All presentations and team-work assignments/activities should make use of team resources – i.e. everyone should be involved and contributing. Remember: volunteer, volunteer, and volunteer and you will get even more out of the exercise and out of the class!

ATTENDANCE POLICY:

Students in this course are expected to attend all formal class sessions as well as to attend informal work sessions conducted with their respective groups and group members. A student that misses more than two formal class periods is not eligible for a passing grade in this SNL course. Please recognize that these standards will be enforced. If there is this possibility, the student may consider taking the course in a different quarter or at a different time block/campus location that better suits their needs. Students that do miss a class are expected to communicate with the Professor as to their absence, if this known in advance, and also to provide a plan to make up the work after returning to class. It is also expected that the student will rely on team members for class notes and handouts, will rely on internet sources for certain makeup handouts, and will rely on the Professor to fill in gaps regarding missed classroom exercises/experiences. Every attempt will be made to help the student get caught back up with the class; however, the student's own effort has to be an integral part of this makeup plan.

PARTICIPATION POLICY:

Students are encouraged and expected to participate in this class. Our class can and will be considered a team, so it takes all of us participating to make many of the classroom exercises “come to life”. All contributions are considered significant and all become part of the discussion. Participation is graded by both the Professor and by the student’s team members. Using the Evaluation Form (passed out during the first class period), evaluators will consider the seven categories on the left of the form (including being present, quality of contributions, creativity etc...) with each item being considered on a ten-point scale as shown at the top of the form. Overall, the student is evaluated across these categories with the net result being reflected on a standard grading scale corresponding to 89.5% and higher being an A, 79.5% to 89.5% being a B, 69.5% to 79.5% being a C, and so forth. The Professor evaluation using this form accounts for 50% of the participation grade (of which participation represents 30% of your class grade). The other 50% comes from your group member’s evaluation of your work and participation, using the same form, and this is the other part of that 30% participation.

Hints for increasing your participation grade and for a more positive evaluation would include: being on time if possible, attending all sessions, contributing meaningful comments and questions, being prepared for each session in terms of reading etc..., having assignments ready for turn-in or discussion, being practiced and ready to present if assigned, working with group members on project aspects, volunteering to do tasks, being creative in what it is you contribute, and having a positive attitude. These are just a few of many possible hints, remember, your group is evaluating you against the form’s criteria; it may be a good idea to review the criteria on your own and work toward having such behaviors both within class and while working with your group.

ACADEMIC INTEGRITY POLICY (DePaul University)

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Such conduct in this course will result in a failure of the assignment and/or possibly the course. Additionally, conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

INCOMPLETE POLICY (DePaul University)

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. No incomplete grade may be completed after the grace period has expired. An SNL student who wishes to receive the grade of IN must formally request in writing that the Instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

ACCOMODATION POLICY (DePaul University)

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. Please make this contact as early in the quarter as possible, preferably within the first week of class. Additionally, please make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

TEAM PROJECT/PRESENTATION:

Using both the example team presentations/activities in class and the “Tips for teaching” article (distributed in the first class session), each group of three to five students will work on a project that results in a 20-30 minute presentation presented near the end of the overall course. This presentation relates to teaching a team concept/subject to the class and it is expected that the subject of the presentation will build upon the material covered in the class. It is also expected that all available resources should be utilized as needed – class materials, library sources, experience sources, professor input, collaborative colleague input, etc... as well as use of helpful learning resources such as technology application, handouts, role play etc... The goal is to convey content relating to teams in an interesting manner that involves the class and makes the point in the time allowed. Presentations are limited to 20-30 minutes and each presentation must contain a learning objective(s), content, and a summary. Nothing needs to be written and turned in for this part of the class except for a bibliography or reference sheet or sheets and an electronic copy of slides used. A PARTIAL list of team terms to get you thinking about more advanced team concepts for your presentation is presented later in this syllabus.

PERSONAL JOURNAL:

There are two parts to the “Personal Journal” part of this seminar. First, it is expected that each student will keep a journal reflecting on the topics presented in the class and/or as the topic(s) applies to their project team-work within the class. This reflection is the **first part** of the journal. As the class progresses, each member of the class will be doing more work on their team project presentation to be presented at the end of the course. Course activities, content, and team work on the project all provide rich sources of material to be commented on in journals. It is not the goal of this part of the journal to have the student repeat material covered in the class. It is the goal of the journal to integrate the material, to comment on current team experiences in the class as they relate to the material, and to comment on class project team content and process as it could be used in the student’s personal and professional lives. This part of the journal will be collected – see attached schedule. Entries will be made in the journal for each class session.

The **second part** of the “Personal Journal” part of this seminar consists of the student writing a 3 to 5 page (double-spaced) case about a personal team experience in which the student either played the role of the “manager” or the role of the “subordinate” (both roles may be included in your case description). Then as we cover topics within the class, on a weekly basis, that appear related to your team-based case, write an analysis of the case (2 to 3 pages, double-spaced) applying relevant topics from that week of team materials. This part of your journal would then consist of the original case and then additional case analyzes – relating to and using the materials from the following weeks of the course. The total number of entries needed and when they are due will be discussed in class and are on the attached grid. Initial cases will be reviewed, graded, and written comments provided. Initial cases will be returned as soon as is possible to facilitate later analysis assignments.

There are two major ingredients in all group/team interactions: content and process. Content deals with the subject matter or the task upon which the team is working. In most team interactions the focus of attention is on content. Process, on the other hand, is concerned with what is happening between and to team members while the team is working toward task accomplishment. Team process or dynamics deals with such items as morale, feeling, tone, atmosphere, influence, participation, styles of leadership, leadership struggles, conflict, competition, cooperation and so forth. In most team interactions, little attention is paid to process, even when it is the major cause of ineffective group and team action. Thirty-four observation guidelines grouped into nine categories that reflect “process” are attached to this syllabus. This list can be used as a partial framework to help you analyze your initial case (for **part two** of the personal journal) as you integrate team topics that are discussed in class, used within in-class exercises, and used/experienced within your project group. This same list may also be a valuable source of input as you reflect on your experiences for part one of the journal assignment (mentioned earlier).

TEAM CONTRIBUTION/PARTICIPATION:

The goal is to have you participate to your fullest in both the class and in your project group. Your grade in this regard is based on evaluations from both your professor and from your peers in your project group as described earlier. Passed out in our first class is a formal team Evaluation Form that will be utilized to guide instructor evaluation comments and this form will be turned in to assess your group or team's functioning on various criteria.

TEAM TERMS for the project (just a few to get you rolling!)*

- | | | |
|---------------------------|------------------------|----------------------------|
| -Electronic brainstorming | -Building commitment | -Team failures |
| -Functional team | -Team emergence | -Team confidence |
| -Groupthink | -Empowerment | -Team roles |
| -Groupware | -Visioning | -Role patterns |
| -Hot group | -Values of teams | -Team misconceptions |
| -Informal leader | -Stuck teams | -Team performance |
| -Interacting group | -Reforming teams | -Team rules of behavior |
| -Nominal group technique | -Core team | -Performance ethic |
| -Problem-solving teams | -High performance org. | -Total quality teams |
| -Self-managed teams | -Mutual accountability | -Team interventions (OD) |
| -Super-ordinate goals | -Common purpose | -Accountability |
| -Task group | -Pseudo teams | -Ad hoc teams |
| -Team goals | -Leadership team | -Team performance |
| -Team cohesion | -Appraising teams | -Team conflict |
| -Quality circles | -Team needs | -Team feedback |
| -Quality team | -Shared direction | -Team leadership |
| -Maintenance functions | -Team effectiveness | -HP teams |
| -Quality circle teams use | -Potential teams | -Team ethics |
| -Knowledge sharing teams | -Extended team | -Team risk-taking |
| -Team leader | -Performance ethic | -Team interpersonal skills |
| -Team skills | -Team skill gaps | |

***Others by discussion with and approval by the instructor**

COURSE CALENDAR:*, **

*Presented by each class period with date, Professor reserves the right to change or edit the following list and sequence as appropriate.

Class #1: The wisdom of teams (Chapters 1, 2, & 3: Katzenbach)

(Date: _____)

Objectives:

1. Introducing course, each other, and teams/teamwork
2. Understand the nature, benefits, and disadvantages of teams
3. Understand and apply the stages of team-building
4. Knowing team-building commandments and making them work in practice
5. Viewing an application of group vs. team – Naval Academy
6. Looking forward to skills/skill-building to support team learning/project

Activity:

- Slide presentation for introduction – short (optional), possible overhead use
- Team/team-building introductions – who, where from, why here, where going, and uniqueness?
- Naval Academy video (optional, time dependent)

Handouts:

- Team wish list (share with group members before next class)
 - Course syllabus (esp. setting up groups for the project and initial topics to consider)
 - Stages of team development handout
 - Tips on teaching (project related)
 - Group member evaluation form (participation, team evaluation)
-

Class #2: Team communication and feedback (Chapter 4: Katzenbach)

(Date: _____)

Objectives:

1. Reviewing the communication process model
2. Applying the model, “One-way, two-way” activity
3. Debriefing of elements, structures, and levels of constructive team feedback
4. Debriefing of ineffectual and effectual communication in team settings
5. Understanding and applying the characteristics of good listening
6. Understanding and applying the characteristics of good team talking/speaking

Activity:

- “One-way, two-way” communication activity

Handouts:

- “How to give constructive feedback” handout
- Communication activity handouts (2)
- LBA II. Leadership survey for leadership session (complete for next session)

Class #3: Project work by teams

(Date: _____)

-(Both **Part 1** of journal (covers class 1 – 2 topics and readings) and **Part 2** of journal - case - **due**, - depending on competencies elected (these can be turned in or emailed to me before or during class))

Class #4: Team leadership (Chapters 5, 7: Katzenbach)

(Date: _____)

Objectives:

1. Learning a lesson from Dilbert and his friends!
2. Understanding situational leadership in team settings
3. Conducting leadership behavior analysis
4. Translating theory into concrete practice
5. Improving team leadership practice
6. Understanding leadership in the future

Activity:

-LBA II. survey completion, scoring, interpretation, and discussion

Handouts:

- LBA II. leadership survey instrument (given out last session)
 - LBA II. scoring grid
 - Situational leadership model handout
 - Part 2:** Case Analysis #1 **due** – depending on election of competencies
-

Class #5: Social styles in team settings (Chapters 6 & 8: Katzenbach)

(Date: _____)

Objectives:

1. Learning a lesson from Calvin and Hobbes and their friends
2. Understanding behavior styles of team members and effective responses
3. Recognizing assertiveness and responsiveness dimensions of style behaviors
4. Applying guidelines for style recognition and for more effective use
5. Defining and applying dimensions of style behaviors to the team workplace
6. Understanding how to apply social styles in the future with other teams

Activity:

- Video review of your favorite faculty member, staff person, or fellow student re. social styles
- Using the five question approach to uncovering a style
- Group interpretation and discussion

Handouts:

- Assertiveness/responsiveness dimension sheet
 - Strategy/style modification sheet
 - Social style summary sheet/helpful hints for team member practice
 - Part #1 journal** (topics from classes 3 & 4 and readings) - **due** - depending on competencies
-

Class #6: Team conflict management (Chapter 10: Katzenbach)

(Date: _____)

Objectives:

1. Identify your preferred conflict response style and analyze effectiveness
2. Identify the conflict response style of others so you can respond more productively
3. Utilize, score and interpret the Thomas-Kilmann Conflict Mode Instrument
4. Describe and recognize the five conflict styles contained in the instrument
5. Assessing situational components and being able to apply the most appropriate style
6. Understanding and applying style skills and being able to recognize overuse/underuse

Activity:

-Thomas-Kilmann Conflict Mode Instrument completion, scoring, interpretation, and discussion

Handouts:

- T-K instrument
 - Conflict resolution tip sheet
 - T-K scoring sheet and percentile interpretation guide
 - “Beating job burnout . . . be a team player” article (Potter)
 - “Techniques to handle conflict” article handout
-

Class #7: Team decision making (Chapter 9: Katzenbach)

(Date: _____)

Objectives:

1. Identifying steps in the decision-making process, determining need, and identifying factors
2. Identifying barriers to creativity in team decision-making
3. Using team decision making tools (brainstorm, cause/effect, fishbone, trees, expected value, matrix, etc...)
4. Applying team decision-making processes to a team activity: “Lost at sea”
5. Describing the advantages and disadvantages of group/team decision making
6. Understanding the influence of climate and culture in the team decision making-process

Activity:

-“Lost at sea” team decision-making activity, scoring, interpretation, and discussion

Handouts:

- “Lost at sea” decision scenario
 - “Lost at sea” scoring sheet
 - Handout on team decision-making tools
-

Class #8: Team diversity (Chapter 11: Katzenbach)

(Date: _____)

Objectives:

1. Defining diversity and understanding gains to be realized by enhancing diversity
2. Increasing awareness and sensitivity to diversity situations and how such issues impact group/team dynamics and behavior
3. Discussing and recognizing the costs and payoffs of dealing with diversity appropriately
4. Identifying steps and resources for facilitating a diversity friendly team, organization, business, and community
5. Exploring the dimensions of diversity and mechanisms for integrating diversity into existing teams and structures
6. Working toward a team diversity management plan; steps and strategies

Activity:

- Pretest/posttest team diversity questions, suggested answers, and discussion (optional)
- Mini case study of diversity issue in a team setting (optional, time allowable)
- possible Barker video, if not shown earlier

Handouts:

- “Diversity-why bother?” handout article (Hayles)
 - “What’s in it for us?” handout article (Tulin)
 - Part 2: Case Analysis #2 due** – depending on competencies elected
-

Class #9: Class team presentations

(Date: _____)

Objectives:

1. Expanding upon presented materials and/or adding new material re. teams
2. Having an opportunity to demonstrate effective teamwork through an integrated presentation
3. Applying team concepts in various forms through planning and implementing of the presentation
4. Understanding and applying the “Tips” handout through a presentation by your team
5. Finding out a new way of conveying material while getting the whole class involved!
6. Having some fun conveying some useful information re. teams

Activity:

- Various, discretion of presenting team

Handouts:

- Various, discretion of presenting team
 - Evaluation sheets** for presenting teams **due** today at end of each presentation
 - Part 1** of journal (classes 5 - 8 topics, readings) **due** – depending on elected competencies
-

Class #10: Class team topic papers

(Date: _____)

Objectives:

1. Expanding upon presented materials and/or adding new material re. teams
2. Having an opportunity to demonstrate effective teamwork concepts through an integrated paper
3. Applying team concepts in various forms through research, planning, and presentation
4. Understanding, applying, and extending concepts discussed in class and read in class materials
5. Finding out about newer team materials and being able to integrate this material with current materials and learning

Activity:

- Various, turning in and discussion of various paper topics (optional)
- Catching up on class materials (if not on previous schedule)

Handouts:

- Evaluation sheets due** today if not turned in earlier during presentations
- Papers due** today (depending on competencies elected)

** Calendar may change slightly due to scheduling conflicts, weather, and other faculty/student circumstances