

ORGL-4010-01: Leading Teams

SYLLABUS AND SCHEDULE | Spring Quarter 2017

COURSE DESCRIPTION

Contemporary organizations require individuals to collaborate on teams, a prized skill that is vital to both organizational and personal success. Learn how to identify and develop effective individual and team behaviors in this experiential course, applying knowledge and research on groups, leading teams, and team development. Through individual and collaborative activities, you will engage in self-reflection and team role-playing exercises that demonstrate your leadership capabilities.

Note: This course is a hybrid course, with most course content delivered online along with face-to-face evening classes every two weeks.

COURSE INFORMATION

- Course code : ORGL-4010-01
- Credit hours : 5
- Location : PAVL, Room 050
- Classroom times : 6:00 p.m. - 8:05 p.m.
 - First week starts: 3/27 (Monday)
 - Last week starts: 5/29 (Monday)

INSTRUCTOR INFORMATION

- Instructor : Dung Q. Tran, Ph.D.
- Business Ph. (206) 296-5787
- Email : trand@seattleu.edu
- Office : Law School Annex (LSAX)
- Office hours : (Tuesdays & Thursdays)
(Please contact me to arrange appointments.)

Contact me with course related questions using the messaging (email) function in CANVAS learning management system. You can email me at any time. However, please allow at least 24 hours for a reply.

REQUIRED TEXT:

There is only one required text for this course. It is available USED through online retailers and also through the Seattle University Bookstore. Be sure to obtain the FOURTH edition.

Levi, D. (2014) *Group dynamics for teams*. 4th Ed. Thousand Oaks, CA: Sage Publications, Inc. ISBN 978-1-4129-9954-3

SELECTED ADDITIONAL READINGS will be identified in the weekly course schedule)

On successful completion of this course (i.e. by *passing* this course), you will be able to:

1. Identify characteristics of teams and understand team processes
2. Develop and use team charters effectively
3. Explain how cooperation and competition influence team dynamics
4. Identify key issues faced by teams in contemporary organizations
5. Use survey results to reflect on individual orientation toward teamwork (e.g. attitude, cooperation, conflict style, etc.)
6. Apply problem analysis and problem solving techniques
7. Demonstrate the ability to critically think, express, and defend ideas in written, oral and presentational forms

INSTRUCTIONAL METHODS

As you already have experienced, NCS courses are not traditional lecture based courses. Rather, they are hybrid courses, designed to fit the needs of the adult learner within the context of a Seattle University education; corresponding with [Ignatian pedagogy](#) and principles of [adult education](#). As an adult learner, you already know what the research states, that for adults, learning is greatest when they are actively involved in making sense of new concepts through reflection of past experiences and application of ideas to real-life situations.

Therefore, in this course, our aim is for you to engage with course materials and to participate in meaningful discussions with each other. We ask that you seek clarity from your professor(s) and peers when things seem confusing. Most important of all, strive to find ways to apply new ideas and concepts (from this course and the ORGL program) to your professional and personal lives. To that end, we ask you to actively participate in both the asynchronous online (Canvas) and synchronous face-to-face (classroom) sessions as follows:

- Demonstrate self-initiative; take command of your own learning
- Creatively connect course concepts to personal experiences. This will enrich your participation in online and classroom activities, and aid in your achievement of current/future goals
- Be open to working in dyads, teams, small groups, and with the whole class as required
- Demonstrate respect for all members of our learning community, take the time to listen to others' ideas. If/when disagreeing, do so respectfully
- Manage your time effectively, meeting individual and team assignment deadlines
- Keep lines of communication open, with one another and with your instructor. Ask questions and seek help as needed.

In this hybrid course, we employ an active learning model, also known as a “flipped classroom” approach. We seek to make the most effective use of our face-to-face sessions, engaging you with in-class activities designed to help you clarify your understanding of the online course work. Therefore, I urge you to complete required readings/skimming/assignments that are due *prior* to class, *before* arriving to class.

You are also welcome to take advantage of “lab” time every other week, when class meetings are not being held, to seek my assistance, discuss ideas, or collaborate with each other. I trust you will find this an effective and engaging approach to learning. Should you choose to attend “lab” time, please let me know as soon as possible via email – trand@seattleu.edu

Note: the course schedule below shows only the textbook readings and the suggested due dates for assignments and tasks. Your professor (me) reserves the right to make minor changes to this syllabus as needed in order to improve course effectiveness and flow. You should always refer to the MODULES and Assignment list in Canvas for the most up-to-date and comprehensive view of the Leading Teams course.

COURSE SCHEDULE

* Canvas submission deadlines are **Saturdays and Sundays** by 11:59 pm (PST).

| Wk # Dates | Topic | Readings and Viewings (video and other activities shown and available via each week's module) | Classroom Session Dates, Tasks, Assignments |
|-----------------------------|---|--|---|
| Wk 1 03/27 - 04/02 | Characteristics of Teams <ul style="list-style-type: none"> - Understanding Teams - Defining Success | READ: <ul style="list-style-type: none"> - Text: Appendix (pp. 347-364) - Text: Chapters 1, 2 - Grigsby – Are you really a team player? SKIM: <ul style="list-style-type: none"> - Hunsaker, Pavett & Hunsaker | Classroom Session # 1 Introduction and Overview Syllabus and Assignments Assigned teams What are team charters? In-Class Activity Discussion 1 due Saturday, 04/01/17 Replies to two classmates due Sunday, April 02, 2017 |
| Wk 2 04/03 - 04/09 | Processes of Teamwork <ul style="list-style-type: none"> - Beginnings - Basic Processes - Cooperation & Competition | READ Text - Chapters 3, 4, 5 Survey <ul style="list-style-type: none"> - Cooperative, Competitive, or Individualistic Orientation (pp. 98-99) See Canvas for additional module components | Online week: 04/03 – 04/09 Stages of Group Development Groups: Collaborate offline to continue developing Team Charter Discussion 2 due Saturday April 08, 2017 Replies to two classmates due Sunday, April 09, 2017 Upcoming: Team Charter (with project timeline) due on Monday, April 17, 2017 |
| Wk 3 04/10 - 04/16 | Leadership and Communication <ul style="list-style-type: none"> - Trust - Emotional Intelligence | READ Text - Chapters 6, 10 Survey: <ul style="list-style-type: none"> - Team Emotional Intelligence (pp. 118-119) - Leadership Styles (pp. 200-201) See Canvas for additional module components | Classroom Session # 2 Class Activity: Trust Short Lecture: Trust and Emotional Intelligence Group Time Due: Team Charter (with project timeline) due on Monday April 17, 2017 |

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|------------------------------------|---|--|---|
| Wk 4 04/17 - 04/23 | Issues Teams Face - Managing Conflict - Power and Social Influence | READ: Text – Chapters 7, 8 Survey: - Conflict Resolution Styles (pp. 139-140) See Canvas for additional module components | Online week: 04/17 – 04/23 Team Charter (with project timeline) due on Monday April 17, 2017 Discussion 3 due Saturday, April 22, 2017 Replies due Sunday, April 23, 2017 |
| Wk 5 04/24 - 04/30 | Coming to Consensus - Decision Making - Problem Solving | READ: Text – Chapters 9, 11 See Canvas for additional module components | Classroom Session # 3 Class Activity – Decision Making Short Lecture Group Time Survey due in class on Monday, May 8, 2017 |
| Wk 6 05/01 - 05/07 | Opportunities - Diversity - Creativity | READ: Text – Chapters 12, 13 Survey: Attitudes Toward Diversity (pp. 258-259) See Canvas for additional module components | Online week: 05/01 – 05/07 Survey due in class on Monday, May 8, 2017 |
| Wk 7 05/08 - 05/14 | Virtual Teams - Challenges - Role / Uses of Technology | READ: Text – Chapter 15 See Canvas for additional module components | Classroom Session # 4 Survey due in class on Monday, Monday, May 8, 2017 Short Lecture Group Time |

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|-------------------------------------|--|--|---|
| Wk 8 05/15 - 05/21 | International Context of Teams | READ: Text – Chapter 14 Survey: Individualism – Collectivism (pp. 279-280) See Canvas for additional module components | Online week: 05/15 – 05/21 |
| Wk 9 05/22 - 05/28 | Evaluating Teams Team Building - Team Performance Evaluations - Team Building | READ: Text – Chapters 16, 17 Survey: Individual vs. team rewards (pp. 322-323) See Canvas for additional module components | Classroom Session # 5 Finalize Team Projects Team Project Presentation and Summary Write-up Part D – Due in class |
| Wk 10 05/29 - 06/04 | Wrap-up and Synthesis | Focus on wrapping up Final Reflective Paper due during Finals Week | Online week: 05/29 – 06/04 Course Evaluations |
| Wk 11 Finals Week | Finals Week | | Individual Reflective Papers due in Canvas by Monday, June 05, 2017 at 11:59 p.m. |

OVERVIEW OF ASSIGNMENTS

TASKS/ASSIGNMENTS FOR GRADING

| N. | Tasks/Assignments | Due Date | Points |
|----|--|--|-------------------------|
| 1 | Surveys (Individual): a. Attitudes Toward Teamwork (pp. 17 - 18) b. Cooperative, Competitive, or Individualistic Orientation (pp. 98 - 99) c. Individual vs. team rewards (pp. 322 - 323) d. Team Emotional Intelligence (pp. 118 - 119) e. Leadership Styles (pp. 200 - 201) f. Conflict Resolution Styles (pp. 139 - 140) g. Attitudes Toward Diversity (pp. 258 - 259) h. Individualism – Collectivism (pp. 279 - 280) | Week 1 Week 1 Week 1 Week 3 Week 3 Week 5 Week 7 Week 7 | 20 (2.5/each) |
| 2 | Online Discussions (Individual) | 1, 2, 4, 6, 8 | 25 (5 each) |
| 3 | Team Deliverables | | 40 |
| | Team Charter | 04/17/2017 | 10 |
| | Team Research Project Part A: Annotated bibliography (2 peer-reviewed articles per person) | 05/01/2017 | 15 |
| | Team Research Project Part B: Team Paper Outline | 05/08/2017 | 5 |
| | Team Research Project Part C: 1 on 1 Project Update with Professor | 05/15/2017 | 5 |
| | Team Research Project Part D: Team Presentation | 05/22/2017 | 5 |
| 4 | Individual Participation /Leadership (in-class and online) | All weeks | 5 |
| 5 | Individual Reflection Paper about the team process and project | Week 11 (Finals Week) | 10 |

An Artifact for your E-Portfolio:

An electronic portfolio “is a digitized collection of artifacts, including demonstrations, resources, and accomplishments that represent an individual, group, community, organization or institution” (Lorenzo & Ittelson, 2005).

Artifacts are evidences that document your competence in each of the six learning goals for the program. Some artifacts that you will include in your ePortfolio will be required assignments from each of your courses. Keep the e-portfolio in mind as you design and complete assignments in your future courses.

GRADING SCALE

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|----|--------|----------|----|-------|----------|----|------------|---------|
| A | 100–94 | Superior | B– | 82–80 | | D+ | 69–67 | |
| A– | 93–90 | | C+ | 79–77 | | D | 66–63 | Poor |
| B+ | 89–87 | | C | 76–73 | Adequate | D– | 62–60 | |
| B | 86–83 | Good | C– | 72–70 | | F | 59 or less | Failing |

SUBMITTING YOUR ASSIGNMENTS

All your assignments must be submitted to me via the submission link on Canvas by the deadlines. If you are unable to do so (for instance, because you are sick), please email me your assignment BEFORE the due date so that it is marked as being on time.

BIBLIOGRAPHY AND CITATION REQUIREMENTS

All citations and references must follow the most recent *APA Publication Manual*, since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual’s citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

ASSIGNMENT DEADLINES AND EXTENSIONS

As with any organizational environment, including the workplace, you are expected to be professional, courteous, well organized, and respectful of others. Behaviors like these exemplify Seattle University (SU) graduates, whose reputation as excellent and reliable colleagues continue to add value to the SU degree, making it even more distinctive in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is always on time.

As is expected of all working professionals, you will ensure that your work is submitted by the set deadlines. In turn, I will return your assignments with useful feedback in a reasonable time frame, typically within 5 business days. In order to ensure that your workload is manageable, please plan ahead, taking into account both personal and professional obligations to ensure that your academic responsibilities are met according to their due dates. I encourage you to take time, before the course starts, to plan for the next ten weeks, blocking out time on your calendar now so that you know exactly when you will be working on assignments for this course. Be sure to allow extra time in case you run into difficulty with an assignment, have a computer problem, or feel unwell. I too will block out times in my own schedule to allow me time to grade your work thoughtfully, and return it to you quickly while the work is still fresh in your minds.

If you are unable to complete course requirements because of extenuating circumstances, please notify me as soon as possible, on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor). Any late work submitted without prior approval from me, will receive a 0% grade.

An agreement to receive an Incomplete "I" grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site:
<https://www.seattleu.edu/registrar/Policies.aspx>

STUDENT RESPONSIBILITIES FOR LEARNING

This is a hybrid course, designed to fit adults' busy schedules, therefore much of the learning will occur outside of the classroom, relying in large part on your own initiative. In fact, studies show that adults like you are more likely to be self-directed learners, seeking knowledge in order to gain new skills, or simply to learn more about a particular subject, with the goal of applying learning to their own lives and work in meaningful and practical ways. As such, adults will spend much time, invested in their *own* learning, whether on the job, in the classroom, or on course activities outside of class.

When determining how much time you will need for coursework outside of class, keep this in mind: Typically, you will need to devote two hours outside of class to each course (i.e. readings and preparation, as well as substantive assignments and participation exercises) for *every hour in class*. As this is a five-credit class, you can reasonably expect to spend an average of 10 hours per week on homework. While that may sound daunting, please be assured that I have distributed the workload so that it is manageable, while at the same time ensuring the quality and rigor of the course. You may even find that in some weeks, you have less work than in others.

ATTENDANCE

Because our face to face sessions are limited, missing class sessions can have a negative impact on your learning experience, and that of your colleagues. If you feel you must miss a session, and you know beforehand, you will need to consult with me, schedule a 30 minute 1 on 1, and demonstrate prior completion of coursework.

If an emergency arises, please alert me as soon as you can to schedule a meeting to explore next steps. My goal is for you to succeed, so please communicate with me.

LIBRARY AND LEARNING COMMONS

<http://www.seattleu.edu/learningcommons/>

Writing Center

The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

Learning Assistance Programs

Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a

learning specialist.

Research Services

Save time by starting with your Research Services Librarian. Contact Felipe Castillo, MLIS and MBA (Castillo@seattleu.edu), if you need help brainstorming keywords, using SU databases, finding articles and books, or sorting through the information you find on the Internet to do your assignments and research. You can receive help in person, by chat, phone, or email, or by scheduling a consultation.

ACADEMIC INTEGRITY TUTORIAL

<https://www.seattleu.edu/academicintegrity/>

GENERAL COURSE AND UNIVERSITY POLICIES

Support for Students with Disabilities

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Classroom (Both Face-To-Face and Online) Norms

It is important in this class, as well as in a training or work setting, to use inclusive language, meaning language that assumes gender equality and the equal importance of all cultural groups. At all times, we will avoid assuming everyone is from the same cultural or social group. I expect you to show respect for the class’s diversity and the multicultural world in which this university and organizations operate. Regular examples from previous years include that we agree to:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy, including when we disagree

Academic Policies on the Registrar Website

<https://www.seattleu.edu/registrar/academics/performance/>

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

**ACADEMIC INTEGRITY POLICY

**ACADEMIC GRADING GRIEVANCE POLICY