

# Appendix D

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## Course Syllabus

### University Course Syllabus

Course Number MGT 515	Course Title Team Development and Performance
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Fall Semester	Spring Semester	Summer Semester xxx	Year 2009
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<b>Name of Instructor</b> Dr. XXXXXXXXX
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<b>Meeting Day, Time, and Room Number</b> Room: TBD; Time: 9 am–4:30 pm May 30, June 6, June 20, June 27 July 11, July 25
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<b>Final Exam Day, Time, and Room Number</b> TBD
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**Office Hours**

By appointment

**E-mail:** xxxxx@marymount.edu**Office:** xxxxxxx**Phone:****Marymount:** xxx-xxx-xxxx**Home office:** xxx-xxx-xxxx

## 1. Broad Purpose of Course

The long dominant organizational model of competitive, individual works has changed drastically in the past 20 years, replaced with a team-based, collaborative model. Driven by new management models, quality, information technology, emotional intelligence, and the growing popularity of team coaching, workers are now expected to function, formally or informally, as intact work groups or teams. This course combines current theories of team development and performance with the practice of team facilitation and coaching. It is intended to help managers and specialists become more competent in understanding, developing, and coaching teams.

## 2. Course Objectives

**Upon successful completion of this course, you should be able to do the following:**

- Discuss theories of team development and dynamics, and relate these theories to practice.
- Discuss how the components of emotional and social intelligence contribute to team performance.
- Given illustrative problems and scenarios, diagnose and choose appropriate interventions for group problem resolution.
- Effectively demonstrate effective group facilitation skills and strategies.
- Understand and apply a data collection method for assessing team performance, analyze and summarize that data, feed it back to the team or a team representative, and mutually plan an appropriate development or performance strategy.
- Conduct a graduate level literature review on an area of team development and performance.

### **Teaching Method**

Given the nature of this content, this will be a highly experiential course. Much of the class will be devoted to a range of adult, team-based learning methods. These include interactive discussions, participant skill development in teams, role play, assessments, case studies, video, and presentations.

## **3. Assignments and Grading Policy**

### **Assignment 1 (25%)**

#### **Class Participation and Practice Facilitation**

This class meets over six Saturdays and is heavily experiential. You are expected to attend every class unless you discuss it with me in advance. Under no circumstances will a student be allowed to miss more than one Saturday class. A significant portion of the class participation is oriented toward preparing the student to demonstrate facilitation skills in a class activity. Therefore, it is important that you be present to learn and practice the drills to prepare you for this activity. In addition, you will be taking the Team Emotional and Social Intelligence Survey (TESI), an online team emotional intelligence assessment. It is essential that you be in class to get the instructions for this assessment and for getting the feedback. If you are absent, you must get the instructions and feedback from another student.

### **Assignment 2 (50%)**

#### **Group Team Assessment Project**

- Work in teams of two to four to accomplish this assignment.
- Identify a real performing team. The team can be from your workplace, place of worship, or community.
- Contract with the team (first preference), team leader, or other contact to conduct an assessment of the team. In discussions with the team or contact, determine what kind of data collection method to use.
- Conduct the data collection, assuring anonymity but not confidentiality.
- Analyze and summarize the data into useable and actionable themes. Determine appropriate recommendations for team interventions.
- Conduct a feedback meeting with the team and or contact. Plan with the team what next steps should be.

- Write a report (5–10 pp.) of these steps for the instructor. Include a copy of the data collection instrument or assessment and the data summary. Do not include the raw data. A grading point evaluation sheet will be distributed separately.

### **Assignment 3 (25%)**

#### **Individual Literature Review and Small Group Presentation**

Each student will choose a topic related to the subject matter of the course, research the topic, and prepare a literature review for distribution in class. Topics selected may include but are not limited to the following:

- Stages of group development
- Emotional Intelligence in teams
- Team coaching
- Team facilitation skills and models
- Team data collection methods
- Facilitative roles
- Models of group decision making
- Self-managed work teams
- Evaluating team performance
- Team leading versus team coaching
- Managing virtual teams
- Team-based organizations—the latest research
- Team assessment tools
- Diversity issues in teams
- Managing conflict in teams
- Appreciative Inquiry application in teams
- Personality type and teams
- Teams and culture

You should make enough copies of your literature review for everyone in the class. Your literature review should cover 10 to 15 articles or books. You are not expected to read each book. You should read several synopses and book reviews to be able to discuss them with the class. However, you should make attempts to read the articles in your literature review. You will describe your literature review in small groups. You will also facilitate a brief exercise of your choosing in your small group that pertains to your literature review. This exercise may be a skill development exercise, an assessment, a game, a

role-play, a facilitated discussion, and so forth. A grading point evaluation sheet will be distributed separately.

#### 4. Grade-Point Scale

To attain a grade of:	The minimum point value is:
A	93
A-	90
B+	87
B	84
B-	80
C+	77
C	75
C-	72

#### 5. Class Schedule

Session	Topics
May 30	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course overview and requirements</li> <li>• Course projects: Discussion and selection</li> <li>• Groups and teams—overview of a working model</li> <li>• Instructions on TESI</li> <li>• Facilitation: Basics</li> <li>• Tools and techniques</li> </ul>
June 6	<ul style="list-style-type: none"> <li>• TESI debrief and discussion</li> <li>• Emotional Intelligence in teams</li> <li>• Data collection, analysis, and feedback in teams</li> <li>• Practice in team assessment</li> <li>• Team building activity and debrief</li> </ul>
June 20	<ul style="list-style-type: none"> <li>• Guest speaker: Sticky Wall</li> <li>• Facilitation and discussion or applications</li> <li>• Facilitation models and demonstrations</li> <li>• Video conflict in teams</li> <li>• Facilitating conflict and disagreement</li> </ul>

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Session	Topics
June 27	<ul style="list-style-type: none"> <li>• Update and discussion on assignment progress</li> <li>• Choosing appropriate team interventions</li> <li>• Practice facilitation (Assignment 1)</li> </ul>
July 11	<ul style="list-style-type: none"> <li>• Team norms: Unwritten and written</li> <li>• Activity on team norms</li> <li>• Guest speaker: Action learning in teams</li> <li>• Update on assignments, individual research, consultation with instructor</li> </ul>
July 25	<ul style="list-style-type: none"> <li>• Small group sharing of literature reviews (Assignment 3)</li> <li>• Large group informal sharing and discussion of Assignment 2</li> <li>• Wrap-up; turn in all assignments and lessons learned</li> </ul>

## 6. Texts

### Required

- Hughes, Marcia, & Terrell, James Bradford. (2007). *The Emotionally Intelligent Team*. San Francisco: Jossey-Bass.
- Team Emotional and Social Intelligence Survey (TESI). Published by Collaborative Growth. Price TBD after first class.

## 7. References and Suggested Readings

There are myriad, pertinent texts and journal articles available. Some select sources follow.

Group Facilitation Listserv: Send an email message to Listserv@albany.edu. In the body of the message, type “subscribe grp-fac your name.” Do not include any other text or signature in your message.

Bradford, L. P. (1978). *Group development*. San Diego, CA: Pfeiffer.

Deeprise, D. (1995). *The team coach*. New York: AMACOM.

Doyle, M., & Straus, D. (1993). *How to make meetings work*. New York: Berkley.

Francis, D., & Young, D. (1992). *Improving work groups*. San Diego, CA: Pfeiffer.

Friend, J., & Hickling, A. (1988). *Planning under pressure*. New York: Pergamon Press.

Goodman, P., & Wright, G. (1991). *Decision analysis for management judgment*. New York: John Wiley.

Goodman, P. S., & Associates. (1986). *Designing effective work groups*. San Francisco: Jossey-Bass.

Guzzo, R. A., Salsa, E., & Associates. (1995). *Team effectiveness and decision making in organizations*. San Francisco: Jossey-Bass.

- Hackman, J. R. (2002). *Leading teams: Setting the stage for great performances*. Boston: Harvard Business School Press.
- Hughes, M., Thompson, H. L., & Terrell, J. B. (Eds.). (2009). *Handbook for developing emotional and social intelligence*. San Francisco: Pfeiffer.
- Janis, I. L., & Mann, L. (1977). *Decision making*. New York: The Free Press.
- Katzenbach, J., & Smith, D. (1999). *The wisdom of teams*. New York: Harper.
- Kayser, T. A. (1990). *Mining group gold*. El Segundo, CA: Serif Publishing.
- Krueger, R. A. (1988). *Focus groups*. Newbury Park, CA: Sage.
- Mosvick, R. K., & Nelson, R. B. (1987). *We've got to start meeting like this*. Glenview, IL: Scott, Foresman.
- Nutt, P. C. (2002). *Why decisions fail*. San Francisco: Berrett-Koehler.
- Reddy, W. B. (1994). *Intervention skills: Process consultation for small groups and teams*. San Diego, CA: Pfeiffer.
- Russo, J. E., & Schoemaker, P. J. (1989). *Decision traps*. New York: Fireside.
- Salas, E., Bowers, C., & Edens, E. (Eds.). (2001). *Improving teamwork in organizations*. Mahwah, NJ: Lawrence Erlbaum.
- Schwarz, R. M. (2002). *The skilled facilitator—Practical wisdom for developing effective groups* (2nd ed.). San Francisco: Jossey-Bass.
- Yeatts, D. E., & Hyten, C. (1998). *High-Performance self-managed work teams*. Thousand Oaks, CA: Sage.

## 8. University Honor Pledge

As a member of the University community, I agree to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse, and to abide by the regulations of the university.

## 9. Disability Accommodation Statement

Special needs and accommodations: Please address with the instructor any special problems or needs at the beginning of the semester. Those seeking accommodations based on disabilities should obtain a Faculty Contact Sheet from the Disability Support Services (DSS) office located on the Main Campus.

## 10. Access to Student Work

Copies of your work in this course, including copies of any submitted papers and your portfolios, may be kept on file for institutional research, assessment, and accreditation purposes. All work used for these purposes will be submitted anonymously.

