

North Park University

SBNM 5070 online Building High Performance Teams Fall 2012-13 B12 *Syllabus*

Course Facilitator: Catherine Marsh, Associate Professor of Management
Contact Information:

Fax: 773-244-5285

E-mail: cmarsh@northpark.edu

Office Hours: Please e-mail me to schedule phone or on-line appointment.

Introductory Comments:

Until recently, business school curricula focused heavily upon the technical side of management and required completion of courses in the fields of economics, accounting, finance, operations and other courses that are based on quantitative analysis. Over the past decade, however, it has become increasingly clear that without human and organizational skills, the best trained technical manager will not be effective in developing and retaining a competitive pool of talent. For succeeding in management, while technical skills are necessary, they are insufficient if we are to compete in today's competitive and demanding workplace. Patrick Lencioni wrote in his 2002 best seller, *The Five Dysfunctions of a Team*, "Not finance. Not strategy. Not technology. It is teamwork that remains the ultimate competitive advantage, both because it is so powerful and so rare" (p. vii).

Further, while team theory is straight forward and may even appear, at first glance, simplistic, the human behaviors that support the theoretical frameworks are extremely complex and difficult to master. Hence, theory must be grounded in a practical real world context if real learning is to take place. In this course, Building High Performance Teams, **students will learn through their experiences while accomplishing the mission agreed upon by team members of the teams formed in the course as well as by reflecting upon team work in their organizations. For this reason:**

- 1) Students who register for this class are required to have access to an organization for the completion of course assignments.
- 2) Students are required to hold virtual team meetings using SKYPE or other agreed upon video/teleconferencing software.
 - a. **If your computer does not have an internal microphone, you will need to purchase a microphone. If you are ordering your**

microphone online, order it immediately. You will need to start using it in Week 2 of the course.

Course Description and Student Learning Objectives:

This course is based on the premise that today's business world increasingly depends upon collaboration for success. Teams are currently touted as the primary organizational unit in which the collaborative effort takes place. Students will investigate the arguments for and against teams and teamwork. Through exposure to theoretical knowledge and experiential learning technologies, the students will identify when teams are, and are not appropriate, as well as examine what is required to create a truly effective, high performing team.

Overarching Course Objectives (From North Park's IDEA Objectives 3, 4 & 5):

1. Apply course material to improve thinking, problem solving, and decisions.
2. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Work with others as a member of a team.

Specifically, students will increase be able to

1. Recognize when and how teams should be utilized to improve organizational performance.
2. Differentiate among work groups, potential teams, pseudo teams, real teams and high performance teams.
3. Describe the attributes of successful teams.
4. Assess importance of trust in enabling high performance.
5. Describe the stages of team development.
6. Assess team performance based on the performance cycle of teams.
7. Value the role and impact of values and personality on team roles.
8. Determine the importance and the danger of group norms.
9. Experience the power of the team to enhance the individual's ability to make quality decisions.
10. Analyze the essential role of conflict in team performance.

Required Texts:

Katzenbach & Smith (2003). *The Wisdom of Teams: Creating the High Performance Organization*. Harper Business, ISBN -10: 0060522003.

Kayser (2011). *Team Power: How to Unleash the Collaborative Genius of Work Teams – 2nd Edition*. McGraw Hill, ISBN: 978-0-07-174674-8

Recommended (NOT REQUIRED) Texts:

Lencioni (2002). *The Five Dysfunctions of a Team: a Leadership Fable*. Jossey-Bass, ISBN-10: 0787960756

Required Online Assessments:

There will be no additional charge for online assessments. The links and directions to the assessments will be included in the weekly assignments folders.

Additional Readings:

All other required and optional reading assignments can be found on the Moodle course site in the assignments folder for the week that the readings are assigned or recommended.

Course Teaching and Learning Methods

Because this course is being taught in intensive format, it is very important for students to keep up with reading assignments and online discussions of the reading. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and other course materials. Questions will be posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. Responses should not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students as well. One or two students will be assigned each week to serve as discussion leaders. It will be the responsibility of these students to provide the opening “posting” to that week’s discussion question, to “manage” the discussion during the week, and to summarize key points at the end of that week.

Most assignments (see weekly assignments folder for more specifics) will be posted online for class member review and comments. I expect that each student will provide constructive and timely feedback to other class members on assignments. While the course facilitator may also provide online feedback on assignments, grades for each course assignment will be given privately.

Important note: I see my role as your instructor as a “learning facilitator.” Rest assured that that I am reading your posts on a daily basis and I am also visiting your online group discussions. I will not necessarily respond to each and every posting, but I will jump in to discussions when I feel that an important point needs to be made or if the discussion needs to be redirected. More often than not, however, I will rely upon you to share important learnings and observations. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

Course Schedule:

Discussion questions for the week will be posted by Saturday morning so that we can begin discussion of the topic by Monday evening of each week. Thus, it is essential that

you complete your assigned readings for each week as early as possible (by Sunday evening) in order to provide meaningful and substantive discussion comments. Kicking off a discussion means posting some of your reflections and thoughts about the assigned readings and/or posts from the previous week that lead into the current week's topics. When you cite the readings of another post, please include your references and/or page numbers so that we can all follow your thinking. Your posts should be approximately 2-3 paragraphs or 200 - 250 words.

Because your team will be learning about teams by creating and following through on a high performance challenge, team members will need to agree upon times each week during which conference calls will be held. Constant communication will be essential for team success.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each student will need to have access to the following computer specifications.

Hardware:

- Pentium III PCs (266 MHz and above) desktop or laptop
- 256 Mb RAM or more (256 MB RAM if running WinXP recommended)
- Windows 2000 or Windows XP operating system
- 500 MB free disk space
- **Microphone**
- **OR a Mac meeting the above requirements is also acceptable.**

Software:

- Current anti-virus software
- Internet explorer 6.0 SP2 at minimum
- Windows XP and Internet Explorer 6.0 SP1 or better recommended
- Microsoft Office XP should be loaded on computer (educational version of MS Office XP is available retail)
- **OR a Mac meeting the above requirements is also acceptable**
- Teleconference or Video conference software

Check with NPU computer services for up-to-date system information.

<http://www.northpark.edu/Current-Students/Computer-Services/Network/Minimum-Requirements.aspx>

Connectivity:

- Computer should be connected to the internet by a minimum of a 56K phone line dial-up. However, a broadband connection to the computer is highly recommended. This would be a DSL (digital subscriber line) or a cable modem

connection. Students will have to check availability and cost with vendors in their local communities. Typically, broadband connections run \$10-\$20 more per month than a standard dial-up connection.

Student Responsibilities:

1. Attendance, presence, and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. You are expected to log in a minimum of 4-5 times per week (at any time during the week) and are expected to post a substantive contribution to the discussion at least 4-5 times per week (see *Guidelines for Writing Good Discussion Comments* in Course Information folder on Moodle). Simply saying “hello” or “I agree” is not considered a substantive contribution (see below for posting suggestions). You must support your position or begin a new topic or add somehow to the discussion when logging on. Those posts which are relevant, incorporate ideas from the readings and other sources, extend ideas raised in other posts, and demonstrate an accurate and complex understanding of that week’s topic have the best likelihood of receiving the full points possible each week. In general, students should make a minimum of two original posts and two responses to other students’ posts during a week. Do not go overboard with posting—I do not give extra credit for excessive posting. Use common sense, make your posts easy for others to read and keep in mind my golden rule of posting: quality of comments is more important than the quantity!
2. Most assignments will be posted on-line. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, I will consider any request for a telephone appointment. Use good “netiquette” (see *A Guide to Netiquette in Course Information folder on Moodle*).
4. When taught in the traditional format, this class meets for three hours and twenty minutes per week for seven weeks. I normally advise students to plan on spending 3-4 hours outside of class for every hour spent in class. Because the content load is similar, you should plan on spending 10-12 hours per week on course responsibilities (e.g. reading, assignments, online discussion).
5. The most predictable breakdown occurs when students are late in posting their papers and responses. This is often the result of illness, business trips, overload, and computer glitches. **Be aware that the learning of your peers will be disrupted by your lateness!** Call me as soon as possible if a situation arises which will affect a due date or your peers, and post a message to the group. Remember to post regularly, even just to say you’re still out there.

Course Facilitator Responsibilities:

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. While the course facilitator will not lead the online discussion, she will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The course facilitator will provide opportunities for group work in class that will include discussion as well as hands-on exercises.
4. The course instructor will provide updated information on relevant resources for the various topics of interest.
5. The course facilitator will read and critically assess students' assignments and provide feedback within 7-10 days of receipt.
6. The course facilitator will respond to all student e-mails within 48 hours of receipt.
7. The course facilitator will respond to all student phone calls within 48 hours.
8. The course facilitator will evaluate student progress in the class and provide a final narrative evaluation for each student (in addition to the assignment of a letter grade).

Course Outline

Week/Module #1: October 22-28

Building High Performance Teams - Formation

Student Learning Objectives:

By the completion of this week's module, students will have:

- 1) developed a basic understanding of course structure and requirements,
- 2) derived, through reading and stories shared with other students, working knowledge of the team concept.
- 3) completed a Wiki providing information that will be used in place of an interview as a part of the team formation process.
- 4) practiced assembling teams by viewing the "interview wikis" prepared by fellow learners and developing a model that assigns each student to a team to which he/she can make a strong contribution based on skills, talent, interest and experience.

Required Readings:

- 1) Katzenbach and Smith, Chapters: Introduction and Part I: Chapters 1, 2, 3, & 4
- 2) Kayser, Chapter 1 & 2
- 3) Lessons in Teamwork from an Age Old Fable

Week/Module #2: October 29 - November 4

Formation – Building Trust and Identity

Student Learning Objectives

By the completion of this module, students will have:

- 1) determined the essential role of trust in team formation.
- 2) developed an initial concept of the emerging identity of their new team.
- 3) completed a task with their new team.
- 4) utilized Wiki Technology as a medium for team communication.
- 5) conducted their first team meeting utilizing video or teleconference.

Required Readings:

- 1) Kayser, Chapters 3 & 4
- 2) DeGrosky, Teamwork Takes Trust
http://www.wildfiremag.com/command/teamwork_takes_trust/index.html
- 3) Lencioni, Conquer Team Dysfunction
<http://www.tablegroup.com/books/dysfunctions/Conquer%20Team%20Dysfunction.pdf>
- 4) Crampton, How to Restore Trust for Team Success
<http://www.evancarmichael.com/Work-Life/1865/How-To-Restore-Trust-For-Team-Work-Success.html>

Other Good Resources (as you have time):

- 1) Patrick Lencioni on Trust
<http://www.youtube.com/watch?v=gwj9bMLiV4E>
- 2) Freeman, Instructional Strategies Designed to Develop Trust and Teambuilding Skills in School Leaders
<http://cnx.org/content/m14092/1.1/>

Week/Module #3: Nov 5-11

Formation – Team Roles

Student Learning Objectives:

By the completion of this module, the students will have:

- 1) discussed the stages of team development
- 2) determined their Myers Briggs Personality Types and translated their personality types into their team roles.
- 3) identified the personality types of their team members.
- 4) assessed the team's ability to perform key roles and determined what to do when necessary team roles are not present in their teams

Required Readings:

- 1) Kayser 5 & 6.
View the slides: Stages of Team Development ?
<http://www.horizonsmt.org/docs/Info%20For%20Communities/Leadership%20Plenty/FormStormNormPerform.pdf>
- 2) Personality Pathways: Exploring Personality Type and Its Application
http://www.personalitypathways.com/type_inventory.html
- 3) Working out your team role
<http://www.teamtechnology.co.uk/workingoutyourteamrole.htm> and
<http://www.teamtechnology.co.uk/workingoutyourteamrole2.htm>

Required Self Assessments - Complete the following assessments:

- 1) Myers Briggs Personality Inventory (MBTI): Take Myers Briggs at <http://www.humanmetrics.com/cgi-win/JTypes2.asp>
Score and read supporting documents.

Other Good Resources (as you have time):

- 1) Belbin's Team Roles
<http://changingminds.org/explanations/preferences/belbin.htm>
- 2) Assigning Team Roles
<http://www.bnet.com/article/assigning-team-roles/64251>

Week/Module #4: November 12-18

Storming: The Team Performance Curve and Team Decision Making

Student Learning Objectives:

By completion of this module, students will have:

- 1) evaluated their team's performance using the performance curve.
- 2) identified their primary conflict management style
- 3) identified the primary conflict styles of team members

- 4) articulated the importance of conflict in making high quality team decisions
- 5) articulated their team's mission
- 6) written team objectives and performance plan
- 7) participated in a team decision-making exercise and reached a consensus in a virtual team meeting.

Required Readings:

- 1) Katzenbach and Smith, Part 2: Chapters 5, 6 & 7
- 2) Kayser, Chapters 7 & 8

Required Self Assessments - Complete the following assessments:

Conflict Management Style – inventory found at
<http://www.afc-ispj.org/Repository/Conflict-Management%20survey.pdf>

Required Team Activity:

Survival Simulation – Posted in the Week 4 Team Wiki

November 19- 25 is Thanksgiving Break – No Class will be conducted during this week.

Week/Module #5: November 26-December 2

Norming: The Power of Shared Values and the Danger of Group Think

Student Learning Objectives

By completion of this module, student will have:

- 1) diagnosed their team's ability to improve upon the decision-making capability of individual team members.
- 2) Identified the symptoms of Group Think
- 3) Identified what leaders can do to reduce opportunities for Group Think to occur
- 4) Identified Rokeach Values, share with team members and analyze team differences
- 5) Identified norms critical to their team's success
- 6) met previously identified milestones to determine progress toward team objectives.

Required Readings:

- 1) Katzenbach and Smith, Chapters 8, 9, 10 & 11
- 2) Kayser, Chapter 9 & 10

- 3) View the slides, read the text and take the “booster shot” quizzes at http://www.psyr.org/about/pubs_resources/grouphink%20overview.htm

Required Self Assessments - Complete the following assessments:

Rokeach Values Survey

<http://www.cbe.wvu.edu/kristityran/MGMT313/Rokeach%20Value%20Survey.DOC>

Required Activity:

Identification of Team Norms

Other Good Resources (as you have time):

1. Manfred F. R. Kets de Vries. Leadership group coaching in action: The Zen of creating high performance teams. *Academy of Management Executive*. Feb2005, Vol. 19 Issue 1, p61, 16p **Use the same user name and password that you use to access Moodle to access this document.**

[https://www.northpark.edu/brandel-library/databases-and-online-resources/database-](https://www.northpark.edu/brandel-library/databases-and-online-resources/database-redirect.aspx?NPULink=http://search.ebscohost.com/login.aspx?direct=true&db=bsh&AN=15841953&site=ehost-live)

[redirect.aspx?NPULink=http://search.ebscohost.com/login.aspx?direct=true&db=bsh&AN=15841953&site=ehost-live](https://www.northpark.edu/brandel-library/databases-and-online-resources/database-redirect.aspx?NPULink=http://search.ebscohost.com/login.aspx?direct=true&db=bsh&AN=15841953&site=ehost-live)

Week/Module #6: December 3 - December 9

Performing: Fulfilling the Team Mission

Student Learning Objectives:

By completion of this module, students will have:

- 1) evaluated progress toward the completion of the team mission
- 2) determined final steps toward project completion
- 3) viewed a film and held a team meeting to evaluate the film using concepts learned in class

Required Readings:

No Required Reading

Required Activity:

Film to be selected from list provided in assignments folder and viewed and discussed by team.

Week/Module #7: December 10-16

Adjourning: Project Completion

Student Learning Objectives:

By completion of this module, students will have:

- 1) experienced the phases of team development and identified team roles
- 2) evaluated their team performance on the team performance curve
- 3) completed their team mission and presented it to the entire class
- 4) called their team out of existence
- 5) written a plan to develop their personal ability to build high performance teams

Required Readings:

None

Required Self Assessments - Complete the following assessments:

None

Required Activity: Team Project Completion

At the end of Week 7, no later than midnight (CST), Saturday, December 15th a designated member from each team will post the results of their team project in a PowerPoint presentation on the Discussion Board. Teams will be formed the first session of class. All class learning activities will occur within the teams. The final project is to be a report on something the team accomplished together. It is expected that the nature of the project will be dependent upon the accumulated talent and skill of the team. A few ideas for projects are listed in the Week 3 Assignments Folder. These are only for the purpose starting your team's brainstorm.

The report will include the goal of the project, the team roles played by the individuals on the team, a discussion on how the group went through the stages of team development, the overall strategy used, and finally the end result of the project. The report will also explain whether over the 7 week period the group of students remained a work group, became a potential team, pseudo team, real team or high performance team. Not every group will become a high performance team; it is actually more likely that the group will not. Please provide an honest assessment of your "team's" progress.

Assignments:

A final grade for this course will be computed according to your successful completion of the following assignments.

1. Discussion Forum/Wiki Activity

320 maximum points

Discussion forums will be held during the following weeks: 1, 2, 3, 4, 5 and 6. You will receive up to a maximum of 20 points for your participation in each forum/wiki; there will be 2 discussion forums and one wiki each week, except during Week 6 when there will be one WIKI/Forum. In addition, you will serve as a discussion facilitator for one week's team discussion/wiki activity and conference call. In addition to facilitating the discussion, as facilitator, you will summarize the discussion and post it at the end of your assigned week. See weekly forum schedule below.

Weekly Discussion Forum/Wiki Schedule:

Week 1: October 22-28	Large group discussion
Week 2: Oct 29 – Nov 4	Team discussion*
Week 3: November 5-11	Team discussion
Week 4: November 12-18	Team discussion
No discussion November 19-25	Thanksgiving Break
Week 5: November 26-December 2	Team discussion
Week 6: December 3-9	Team
Week 7: December 10-16	No discussion forum –Project and Paper Due

*For those weeks in which you will work in teams, check the assignment folder for that week to get your group assignment and instructions. Each team will have its own discussion forum, which you should use for your discussion.

Facilitation Assignment

20 points

During Week 2 the team will set up a schedule for facilitation responsibilities and submit that to me. 20 points will be awarded for performing the team's facilitation role for the week designated by the team (you may play this role more than once, but no more than a total of 20 points will be awarded).

Criteria for Grading Discussion Forum/Wiki Participation_(20points total for each)

Your postings should be thorough and thoughtful. Just posting an "I agree/disagree with your comment" or an "I think the same" to someone else's thoughts is not considered to be an adequate response. Your posts will be graded on a weekly basis according to the following criteria:

CATEGORY	4 pts – Meets Standards	3 pts – Approaching Standards	2 pts - Below Standards	1 pt- Well Below Standards	0 pts
Integration of Content	Relates to the original posting, demonstrates knowledge of content within sources provided and reinforces course material or challenges interpretation of material.	Demonstrates knowledge of content by integrating material found in multiple sources provided.	Refers to lesson content but is not integrated effectively.	Does not refer to key points with no evidence participant understands the key points.	
Number of Posts	Minimum of 4 responses during the week including original post and three posts which are made in response to other students' comments.	Minimum of 3 responses during the week including original post and two posts which are made in response to other students' comments.	Minimum of 2 responses during the week including one original post (in which you offer an observation and/or insight about something you have read) and one post made in response to other posts.	Single entry; no interaction with other participants' postings is evident. No evidence that the student has completed the reading assignment.	No Posting And No Response Posting
Relation to Original Post	Expands ideas presented in original post through sharing of relevant experience or reference material.	Responds to the ideas presented in the original post.	Response is loosely related to the ideas of the original post.	Response does not relate to the original post.	
Constructive Comments	Is characterized by at least 4 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	
Clear Writing	Clearly written with good word choice and no typographical or grammatical errors.	Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear and disorganized.	

3. PAJ (Personal Application Journal)

120 maximum points

You will submit a journal (PAJ) weeks 1, 2, 3, 4, 5 and 6 through the designated link in the weekly assignments folders. Each PAJ is to be a short synopsis (750 - 1000 words) synthesizing your most significant learnings (during the time period covered by the PAJ)

from the readings, assessments, discussion forum and team activities. The synopsis will answer the questions:

- What? (What have I learned?)
- So What? (What difference does it make?)
- Now What? (How will it impact the way I know, do or be?)

The Week 1 PAJ will not follow the same outline as provided for the other weeks. The Week 1 PAJ will include a model that places every student on a team together with a rationale for why those students have the potential to build off of one another's skills and interests to enable high performance.

I will read, and send you my comments.

You will receive up to a maximum of 20 points for each submission. These entries are due according to the schedule shown below:

PAJ Journal Due Dates:

- Week 1: Monday, October 29th at 8:00 AM (CST)
- Week 2: Monday, November 5th at 8:00 AM (CST)
- Week 3: Monday, November 12th at 8:00 AM (CST)
- Week 4: Monday, November 19th 8:00 AM (CST)
Monday, November 26th No journal is due (follows Thanksgiving Break)
- Week 5: Monday, December 3rd at 8:00 AM (CST)
- Week 6: Monday, December 10th at 8:00 AM (CST)

Criteria for Grading Weekly PAJ and Video Viewing Discussion

Criteria for Grading Practical Application Journal (20 Points Total)

Each PAJ is to be a short synopsis (750 - 1000 words) synthesizing your most significant learnings (during the time period covered by the PAJ) gained from team activities, the readings, assessments, and the discussion forum. In the synopsis you will use your experience to support course concepts as you answer the questions:

- What? (What have I learned?)
 - So What? (What difference does it make?)
 - Now What? (How will it impact the way I know, do or be?)
-

Criteria\Points	4 Points	3 Points	2 Points	1 Points	0 Points
Retelling of Experience	Detailed objective explanation of experience using specific descriptors of observations during experience	Objective observation of experience – is able to view the situation as an outside observer and understand the role he/she plays in the situation.	Somewhat objective observation of experience – sees him/herself as a part of the situation but not clear on his/her impact.	Non-objective observation of experience – does not account for the role that he/she played in the situation described.	Does not use real world experience to support concepts learned.
Reflections/ Personal Response	Describes own thoughts and supports own positions with several experiences	Describes own thoughts and supports position with real world experience	Describes own thoughts and takes a position but position is not supported	Describes own thoughts but position is unclear	Does not take a position or discuss own thoughts
Relevance to Classroom Concepts and Personal and Team Experience	Student gains insights well in multiple contexts; relates observations to classroom concepts and personal experience with teams both in class and in the workplace	Makes use of personal experience to support concepts discussed in class and integrates personal experience with insights gained from team members.	Makes use of personal experience to support concepts discussed in class but does not integrate personal experience with insights gained from team members.	Makes some reference to personal experience but experience is not clearly relevant to concepts discussed in class OR makes reference to concepts but does not support concepts with personal experience	Makes no reference to what is discussed in class or to personal experience
Critical Thinking	Is characterized by at least four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by at least three of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by one of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept

Effort on Assignment	Clearly written with good word choice and no typographical or grammatical errors.	Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear and disorganized.	No journal submitted
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4. Team Video Viewing and Report

Maximum 20 points

During Week 6 each team will select, view and discuss via teleconferencing or video conferencing software a movie and analyze the team dynamics. A selected team member will post the team's analysis on the Week 6 Discussion Board. The following questions will be discussed.

- Was this about a team or a work group? If a team, was it a high performance team?
- If a team, how did they fit the definition of a team?
- What roles did the members play?
- How did different team members take leadership and when?
- How did they progress through the stages of team formation.
- Will they remain a team/group following the situation depicted in the movie? Why or why not?

Criteria for Grading Film Viewing and Discussion

The film viewing and discussion will be graded with the same rubric as the weekly PAJ. The same grade will be given to each team member, although only one team member will post the team's analysis.

6. TEAM MISSION ACCOMPLISHMENT and FINAL PROGRESS REPORT

Maximum 50 points

At the end of Week 7, no later than midnight (CST), Saturday, December 15th a designated member from each team will post the results of their team project in a PowerPoint presentation on the Discussion Board. Teams will be formed the first session of class. All class learning activities will occur within the teams. The final project is to be a report on something the team accomplished together. It is expected that the nature of the project will be dependent upon the accumulated talent and skill of the team. Some possible projects are listed in the Week 2 Assignments Folder.

The report will include the goal of the project, the team roles played by the individuals on the team, a discussion on how the group went through the stages of team development, the overall strategy used, and finally the end result of the project. The report will also explain whether over the 7 week period the group of students remained a work group, became a potential team, pseudo team, real team or high performance team. Not every group will become a high

performance team; it is actually more likely that the group will not. Please provide an honest assessment of your “team’s” progress.

Criteria for Final Paper Assignment and Final Project PowerPoint Presentation:

The paper and project report should follow the outline provided in the syllabus and the assignments folder, but the outline is not a series of questions to be answered. The outline is a guide for developing the paper/project report through which your knowledge of core course concepts will be demonstrated. In other words, this assignment is not a series of short essays, rather it should be a cohesive paper developed around a key topic with proper introduction and conclusion.

50 points total for final paper

50 points total for final project presentation

Category	<u>Excellent</u> 10 points	<u>Very Good</u> 9 points	<u>Good</u> 8 points	<u>Fair</u> 7 points	<u>Poor</u> 6 points	<u>Unacceptable</u> 5 points or less
1. Introduction (Organization)	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper. Additionally the introduction is inviting to the reader.	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper.	The introduction states the main topic and the topic clearly relates to the content of the paper.	The introduction states the main topic, but the topic as introduced does not relate clearly to the content of the paper.	An attempt has been to introduce the paper, but the main topic has not been clearly stated.	There is no clear introduction of the main topic or structure of the paper.
2. Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in the course.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in the course.	Main idea is clear but the supporting information is general – not clearly based on theory provided in the course.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. Although the material is alignment with course concepts, it is presented in a	The main idea is not clear and the content is not in alignment with course concepts.

	Personal experience has also been used to support the topic.				seemingly random and incoherent manner.	
3. Grammar & Spelling (Conventions)	Writer makes no errors and using grammar proficiently to enhance the overall readability of the paper.	Writer makes no errors in grammar or spelling that distract from the content.	Writer makes 1-2 errors in grammar or spelling that distract from the content.	Writer makes 3-4 errors in grammar or spelling that distract from the content.	Writer makes more than 4 errors in grammar or spelling that distract from the content.	Writer makes more than 5 errors in grammar or spelling that distract from the content.
4. Accuracy of Concepts (Content)	All course concepts are reported accurately and support the topic of the paper.	All course concepts are reported accurately, but some may be extraneous to the topic of the paper.	Almost all course concepts are reported accurately but some may be extraneous to the topic of the paper.	Most course concepts are reported accurately but some may be extraneous to the topic of the paper.	A few course concepts are reported accurately and may be extraneous to the topic of the paper.	NO course concepts are reported OR most are inaccurately reported.
5. Conclusion (Organization)	The conclusion is strong and concise. It pulls together all aspects of the paper as each relates to the topic described in the introduction.	The conclusion is strong, but wordy. It pulls together all aspects of the paper as each relates to the topic described in the introduction.	The conclusion is recognizable and relates to the topic described in the introduction, but elements within the body of the paper have been lost between the introduction and the conclusion	The conclusion is recognizable, but does not clearly relate to the topic described in the introduction.	Only one two sentences have been written to indicate that the paper is complete.	There is no clear conclusion, the paper just ends.

Team Member Evaluation

Maximum 30 points

Upon completion of the Team Project, team members will be evaluated by other members of their team. They will be evaluated on their participation in weekly activities as well as in the accomplishment of the team mission. The team member evaluations are due via e-mail to the instructor no later than Monday, December 17th at 8:00 AM (CST).

7. Paper - Team Leadership Development Plan

Maximum 50 points

Each student will write a paper, due no later than Monday, December 17th at 8:00 AM (CST), analyzing his or her own ability to lead teams and puts together a plan for development in the area of team leadership. The following outline will be utilized.

1. Introduce yourself and the role you play in your organization.
2. What has been your experience with work groups and/or teams?
3. What is your perception of your current strengths with regard to teambuilding?
4. What is your perception of your current weaknesses with regard to teambuilding?
5. What have you learned in your reading, class sessions, and experiences with your team in this course, which you plan to utilize as you enhance your own capability to work with teams?
6. Articulate 3 development goals and lay out your plan for meeting those goals.
7. Summarize and close.

Criteria for Grading Team Leadership Development Plan

The same criteria used for grading the team project will be used for grading the individual paper – The Team Leadership Development Plan.

Please be aware that your instructor will not accept late submissions of any papers, projects, or assignments for any reason whatsoever. A late submission will be recorded as 0 points.

Grading Points:

Discussion Forum	320
PAJ	120
Facilitation	20
Video Viewing/Report	20
Team Project/Presentation	50
Paper	50
Team Member Eval	30
Total	610

Grading:

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of the School of Business and Nonprofit Management.

The final course grade will be computed according to the total number of points earned for all assignments as shown below:

<u>Total Points Earned:</u>	<u>Final Grade:</u>
573 - 610	A
549 - 772	A-
536 - 548	B+
512 - 535	B
488 - 511	B-
475 - 487	C+
451- 474	C

Any grade below a C is considered failing.

An additional 15 points is available for extra credit for playing the role of facilitator for team discussions and conference calls. The actual total available points is 605, but your grade will be determined as follows:

Criteria for grading written assignments and projects:

- A/A- Well-written with no errors (spelling, sentence fragments, unclear sentences, etc.). Excellent analysis and well-supported conclusions. Demonstrates complex understanding of topic and familiarity with supporting sources (readings, online resources and discussion). Fully and clearly responsive to question(s) asked.
- B/B- Moderately well-written with few errors. Good analysis and well-supported conclusions. Demonstrates correct understanding of topic and familiarity with most supporting sources (readings, online resources and discussion).
- C/C- Content may show either less than correct familiarity with the topic or bulk of supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).
- D/D- Any combination below the levels described above.

SBNM Policies

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the Internet.
- Copying another’s answers on an examination.
- Deliberately allowing another to copy one’s answers or work.
- Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s Catalog (available at www.northpark.edu<<http://www.northpark.edu>>). In conclusion, it is North Park’s mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>.

Use of APA Publication Manual

The School of Business and Nonprofit Management (SBNM) has adopted the Publication Manual of the American Psychological Association (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the APA Manual is to enhance student learning by:

- 1) Improving student's writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the APA Publication Manual, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.