

School of Business and Nonprofit Management
Course Syllabus

Course: 5070, *Building High Performing Teams A8*
Academic Year: 2013/14 **Semester/Quad:** *Spring A*
Credit Hours: 2
Prerequisites: *none required*

Instructor: *Christopher A. Hubbard, MBA, MA*

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Availability:

Office C-16, SAL Office

Hours By appointment

Course Description:

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.

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.

Lectures will be brief and contextual. The primary learning will take place in teams through the use of group discussion and hands-on team exercises – in and outside of the classroom. The students will be expected to keep a journal in which they record reflections on readings, class exercises and experiences in their real work environments.

Course Materials:

REQUIRED

Textbook(s):

- Katzenbach & Smith, *The Wisdom of Teams*, Harper Business 2006, ISBN-10:0060522003
- Kayser, *Team Power*, Irwin 2010. ISBN-10: 0071746749.
- The Bush Fire Simulation & The Myers Briggs Personality Inventory (You will be assessed a \$25 fee for the use of each of these handouts.)

OPTIONAL

Textbook(s): Lencioni, *The Five Dysfunctions of a Team*, Jossey-Bass 2002, ISBN# 0-7879-6075-6

Essential IDEA Objectives:

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Acquiring skills in working with others as a member of a team.

Specific Course Objectives:

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 team.*
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*

Course Methodology:

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 on-line 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.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Schedule of Weekly Assignments:

Week	Dates	Topics	Readings and Assignment(s)
1	January 16	<p>1) Developed a basic understanding of course structure and requirements,</p> <p>2) Derived, through reading and stories shared with other students, working knowledge of the team concept.</p> <p>3) Practiced assembling teams</p>	<p>-Katzenbach and Smith, <i>Chapters: Introduction and Part I: Chapters 1, 2, 3, & 4</i></p> <p>-Kayser, Chapter 1 & 2</p> <p>-Personality Pathways: MBTI Types and Application</p>
2	January 22	<p>1) Determined the essential role of trust in team formation.</p> <p>2) Developed an initial concept of the emerging identity of their new team.</p> <p>3) Completed a task with their new team.</p>	<p>-Kayser, Chapters 3 & 4</p> <p>-DeGrosky, Teamwork Takes Trust</p> <p>-Lencioni, Conquer Team Dysfunction</p> <p>-Crampton, How to Restore Trust for Team Success</p> <p>Complete: Rokeach Values Survey</p> <p>Submit: Journal #1</p> <p>Other Good Resources (as you have time):</p> <p>-Patrick Lencioni on Trust</p> <p>-Freeman, Instructional Strategies Designed...</p>
3	January 29	<p>1) Discussed the stages of team development</p> <p>2) Determined their Myers Briggs Personality Types and translated their personality types into their team roles.</p> <p>3) Identified the personality types of their team members.</p> <p>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</p>	<p>Kayser 5 & 6</p> <p>View the slides: Stages of Team Development</p> <p>Working out your team role: Part #1 and Part #2</p> <p>Submit: Journal #2</p> <p>Other Good Resources (as you have time):</p> <p>-Belbin's Team Roles</p> <p>-Assigning Team Roles</p>
4	February 5	<p>1) Evaluated their team's</p>	<p>Katzenbach and Smith, Part 2: Chapters 5, 6 & 7</p>

Week	Dates	Topics	Readings and Assignment(s)
		<p>performance using the performance curve.</p> <p>2) Articulated their team's mission</p> <p>3) Written team objectives and performance plan</p> <p>4) Participated in a team decision-making exercise and reached a consensus in a virtual team meeting.</p>	<p>Kayser, Chapters 7 & 8</p> <p>Complete: Conflict Management Style Inventory</p> <p>Submit: Journal #3</p>
5	February 12	<p>1) Diagnosed their team's ability to improve upon the decision-making capability of individual team members.</p> <p>2) Identified the symptoms of Group Think</p> <p>3) Identified what leaders can do to reduce opportunities for Group Think to occur</p> <p>4) Identified Rokeach Values, share with team members and analyze team differences</p> <p>5) Identified norms critical to their team's success</p> <p>6) Meet previously identified milestones to determine progress toward team objectives.</p>	<p>Katzenbach and Smith, Chapters 8, 9, 10 & 11</p> <p>Kayser, Chapter 9 & 10</p> <p>View slides, read the text & take the "booster shot" quizzes</p> <p>Complete: Rokeach Values Survey</p> <p>Submit: Journal #4</p>
6	February 19	<p>1) Evaluated progress toward the completion of the team mission</p> <p>2) Determined final steps toward project completion</p> <p>3) Viewed a film and held a team meeting to evaluate the film using concepts learned in class</p>	<p>No Required Reading</p> <p>Required Activity:</p> <p>Submit: Film to be selected from list provided in assignments folder and viewed and discussed by team.</p> <p>Submit: Journal #5</p>
7	February 26	<p>1) Experienced the phases of team development and identified team roles</p> <p>2) Evaluated their team performance on the team</p>	<p>Required Activity: Team Project Completion AND Presentation</p> <p>Submit: Journal #6</p>

Week	Dates	Topics	Readings and Assignment(s)
		<i>performance curve</i> 3) <i>Completed their team mission and presented it to the entire class</i> 4) <i>Called their team out of existence</i> 5) <i>Written a plan to develop their personal ability to build high performance teams</i>	

Grading:

Assignment	Points	Grade %
Journal	5 x 5	25%
Paper	20	20%
Team Project	25	25%
Class Participation & Team Member Evaluation	10	10%
Team Video Viewing and Analysis & Team Observation	20	20%
Total	100	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
	A (95-100%)		B- (80-82%)
	A- (90-94%)		C+ (77-79%)
	B+ (87-89%)		C (73-76%)
	B (83-86%)		C- (70-72%)

Assignment Grading Policies:

In general, assignments turned in late will be subject to a 35% reduction in points so long as they are turned in no longer than one week past the due date. No assignments will be accepted more than one week late. This policy may be waived in case of personal emergency, but it is your responsibility to notify your instructor immediately and request an extension.

Student Responsibilities:

Class Attendance Policy: The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor’s discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

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). 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 a disability who believe that they may need accommodations in this class are encouraged to contact your program’s office (Business: 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/Campus-Life-and-Services/Disability-Resources>.

APA Guidelines: Effective August 2009, the School of Business and Nonprofit Management (SBNM) will adopt 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 students’ 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 Manual, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources below. It is your responsibility to learn the specifics of the APA Manual and to ensure that all written work is formatted accordingly.

- Purdue University’s writing lab has a plethora of online APA-specific resources that may be beneficial (<http://owl.english.purdue.edu/owl/resource/560/01/>). In particular, we are strongly encouraging you to download and review a general orientation to APA basics entitled “APA PowerPoint Slide Presentation” that can be found via the below link. In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below link.
- APA [Interactive presentation](#) that walks you through the process of setting up your APA paper
- APA PowerPoint Slide Presentation: <http://owl.english.purdue.edu/owl/resource/560/17/>

- Sample APA Paper: http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Suggested Online Resources

- North Park University Writing Center www.npuwritingcenter.com
- The Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/560/01/>
- APA Online www.apastyle.org

Suggested Print Resources

- Hacker, D. (2009). Rules for writers. Boston: Bedford/St. Martin's.
- Barnett, S., Bellanca, P., & Stubbs, M. (2008). A short guide to college writing. New York: Pearson Longman.
- American Psychological Association (2010). Publication Manual of the American Psychological Association. Washington D.C.: American Psychological Association.

Instructor Responsibilities:

- I see my role as your instructor as a “learning facilitator.” Rest assured 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 when I feel that an important point needs to be made or the discussion needs to be redirected. More often than not, however, I rely upon you to share important observations. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

ASSIGNMENT SPECIFICATIONS

The Journal

Without adequate reflection real learning is cut short. Students will keep a journal in which they reflect on readings, classroom experiences and discussion, work on final team project and observation of course concepts in the work place. An initial period for written reflection will be provided in the last five minutes of class each session. The journals will be turned in weekly through links in the weekly assignments folders. I would expect you to write 750-1000 words per week.

CATEGORY	5 pts – Meets Standards	4pts – Approaching Standards	3 pts - Below Standards	1 - 2 pts- 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	Characterized by at least 4 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	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.	

The Paper

Each student will write a paper, due one week after the last session, in which she or he analyzes their 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.

Papers should be formatted according to APA guidelines and submitted through the link provided on Blackboard. **Proof your papers carefully.** We expect graduate level work and misspellings, poor grammar, and bad syntax can lower your grade. The length of each paper is to be between 8 and 10 pages.

The Team Video Viewing (Any time after session 3)

Each team will view a movie and analyze the team dynamics. Schedule a time for your team to view the selected video together. Discuss and answer the following questions. Turn in notes from your team conversation in the link provided on blackboard – this is not a formal paper and does not require APA formatting.

- 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/Why not?

The Team Outing Exercise (Any time after session 3)

Each team will choose an activity during which they will be able to observe and analyze a team at work.... such as a concert or sports event. Turn in notes from your team conversation in the link provided on blackboard – this is not a formal paper and does not require APA formatting

- Go together as a team.
- Analyze whether it is a team or work group.
- How well did they perform together?
- What roles did individual members play?
- Did leadership emerge, or was it designated?
- What lessons can be learned from this team/group?
- What lessons do they need to learn?

Papers will be graded according to the following criteria:						
Category	Excellent 5 points	Very Good 4 points	Good 3 points	Fair 2 points	Poor 1 points	Unacceptable 0 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)	Paper topic is clear and well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in the course. Personal experience has also been used to support the topic.	Paper topic is clear and well-focused. Main idea stands out and is supported by detailed knowledge of theory provided in the course.	Paper topic is clear but the supporting information is general – not clearly based on theory provided in the course.	Paper topic is somewhat clear but there is a need for more supporting information.	Paper topic is not clear. Although the material is alignment with course concepts, it is presented in a seemingly random and incoherent manner.	The paper topic is not clear and the content is not in alignment with course concepts.
3. Grammar & Spelling (Conventions)	Writer makes no errors and using grammar and formatting proficiently to enhance the overall readability of the paper.	Writer makes no errors in grammar, spelling or APA formatting.	Writer makes 1-2 errors in grammar, spelling or APA formatting.	Writer makes 3-4 errors in grammar, spelling or APA formatting	Writer makes more than 4 errors in grammar, spelling or APA formatting.	Writer makes more than 5 errors in grammar, spelling or APA formatting.

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.
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.

The Team Project

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 outside class time. 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 progressed through the phases of team development, whether or not the group became a high performance team, the overall strategy used, and finally the end result of the project. 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 below. The list is meant to generate ideas, not limit imagination, for the project. A one page project proposal is due Session 3, and the final project, and its presentation is due the last session of class.

1. An event prepared, and hosted by the team.
2. An art object designed, created and displayed by the team.
3. A video produced, directed and acted out by members of the team.
4. A research project, researched, written and presented by the team.

Component	Sophisticated	Competent	Not Yet Complete
Teamwork (10 Points)	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.	Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.
Subject Knowledge (5 Points)	The deliverable demonstrated knowledge of the course content by integrating major and minor concepts into the response. The deliverable also demonstrated evidence of extensive research effort and a depth of thinking about the topic.	The deliverable demonstrated knowledge of the course content by integrating major concepts into the response. The deliverable also demonstrated evidence of limited research effort and/or initial of thinking about the topic.	The deliverable did not demonstrate knowledge of the course content, evidence of the research effort or depth of thinking about the topic.

Supporting Material (5 Points)	All relevant information was obtained and information sources were valid. Analysis and design considerations were well supported by the information.	Sufficient information was obtained and most sources were valid. Analysis and design considerations were mostly supported by the information.	Insufficient information was obtained and/or sources lack validity. Analysis and design considerations were not supported by the information collected.
Composition (5 Points)	The deliverable was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Words were chosen that precisely expressed the intended meaning and supported reader comprehension. Diagrams or analyses enhanced and clarified presentation of ideas. Sentences were grammatical and free from errors.	The deliverable was organized and clearly written for the most part. In some areas the logic and/or flow of ideas were difficult to follow. Words were well chosen with some minor expectations. Diagrams were consistent with the text. Sentences were mostly grammatical and/or only a few spelling errors were present but they did not hinder the reader.	The deliverable lacked overall organization. The reader had to make considerable effort to understand the underlying logic and flow of ideas. Diagrams were absent or inconsistent with the text. Grammatical and spelling errors made it difficult for the reader to interpret the text in places.

POLICY STATEMENTS

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Attendance Policy for Graduate Courses

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Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) **prior to** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

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.

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- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
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If you are unfamiliar with the requirements of the *APA 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.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 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/Campus-Life-and-Services/Disability-Resources>