North Park University
School of Business and Nonprofit Management
Syllabus: SBNM 5070
Summer 2012 - 2013
Intensive Building High Performance Teams Course
Covenant Harbor, Lake Geneva

Course 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.

Course Methodology:
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. 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.

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Texts:

Katzenbach, J.R. & Smith D.K. (2006). *The wisdom of teams: Creating the high performance organization.* New York: Harper Business.

Kayser, T. (2010). *Team power:* How to unleash the collaborative genius of teams for increased engagement, productivity, and results. Columbus, OH: McGraw-Hill Irwin.

Supplements:

Your account will be assessed a fee of $30 for the following:

The Bush Fire Simulation

The Myers Briggs Personality Inventory

Recommended Reading:

Lencioni, P.M. (2002).*The five dysfunctions of a team*. San Francisco: Jossey-Bass.

Grading will be based on the following:
Class Participation: 15%
Journal: 20%
Paper – An Analysis of Teams and Teamwork in My Workplace: 20%
Team Project: 25%
Team Member Evaluation: 10%
Team Video Viewing and Analysis &Team Observation at a Real Team (at work or play): 10%

Written Assignments:

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***. We will strive to provide an initial period for written reflection will be provided in the last five minutes of each session. The journals will be submitted, via the link provided on blackboard in the weekly assignments folders. I would expect you to write approximately 1000 words per week in addition to the journaling done over the intensive weekend.

- The first journal is due at 6:30 PM, Saturday, July 13th.
- The second journal is due at 6:30 PM, Saturday, July 20th.
- The third journal is due at 6:30 PM, Saturday, July 27th.
- The fourth journal is due at 6:30 PM, Saturday, August 3rd.

The Paper
Each student will write a paper, due no later than August 10th at 6:30 PM through the link provided in the final session assignments folder. In the paper the student will analyze his/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 regards to teambuilding?
4. What is your perception of your current weaknesses with regards 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 typed and double-spaced to afford an opportunity to insert comments. **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. Papers should be typed and submitted, via the link provided in Moodle in the final session assignments folder.

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 became at 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 Sunday morning at Lake Geneva, and the final project, and its presentation are due the last session of class, August 3rd..

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.

The Team Video Viewing

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.

- 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?

The write up will be submitted via email by one team member and it is due no later than 6:30 PM, August 3rd.

The Team Outing Exercise

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.

- 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?

The write up will be submitted via email by one team member and it is due no later than 6:30 PM, August 3rd.

Schedule of Readings and Assignments

The reading assignments for this course are NOT optional. While most of the reading will occur before and after the intensive weekend, reflection on the reading is a required aspect of the journal writing.

All Reading Assignments can be completed following the weekend, but prior to the final journal submission on August 3rd. You will reflect on the reading, and your team work, in the weekly journal.

Session	**Subject – and Written Assignments**	**Reading Assignment**
1:00 PM Session 1	Friday, July 5th **Team Stage I: Forming** Introductions Making a Case for Teams Team Formation	Katzenbach, Chaps 1 & 2 Kayser, Chaps 1 & 2
4:30 PM	Registration Check-in	
5:30 PM	Dinner	
7:00 PM	Camp Fire Activity Preparation	
8:00 PM Session 2	Camp Fire Dialogue	
8:30 AM Breakfast	Saturday, July 6th	
9:15– 1:00 AM Session 3	Team, Obstacles & Leadership **Ropes Course**	Katzenbach, Chaps 5, 7, & 8 Kayser, Chap 9

LUNCH	BOX LUNCH – INDEPENDENT JOURNAL WRITING TIME : REFLECT ON ROPES	
2:00 - 5:00 PM Session 4	Problems Solving - Teamwork & Collaboration **Bush Fire Inventory**	Kayser, Chaps 3-5
5:15 - 6:30 PM Session 5	**Team Stage II: Norming** The Danger of Group Think	Kayser, Chaps 7 & 8
Team Celebration	Team Activity On the town in beautiful Lake Geneva	Katzenbach, Chaps 9-11 Kayser, Chap 10 & 11
8:30 AM Breakfast	Sunday, July 7th Checkout before Morning Session	
9:30 –12:30 AM Session 6	**Team Stage III: Storming** Values Dissonance and Conflict Resolution Reflection on Unwritten Norms Are we committed?	Katzenbach, Chap 12 Kayser, Chaps 12 & 13
12:30 - 1:30 PM Lunch	Eat with your team -	Check out
1:30 – 3:30 PM Session 7	Team Roles - The Impact of Personality on Roles (**Myers Briggs)** **Reading Mission Statements**	Katzenbach, Chaps 3 & 6 Kayser, Chap 6 & 14
3:30 PM Depart	End of Formal Gathered Time	
May 20th June30th	High Performance Demonstration	Reading of Texts Journal Writing Paper Writing
6:30 PM Session 8	Final Class Meeting Saturday, August 3rd Reports and Celebration	Project Due

ATTENDANCE/INTELLECTUAL ENGAGEMENT/WORKLOAD:

The normal SBNM policy does not apply to this intensive weekend course. Because of the design of the course, the student must attend the entire weekend and the final course session.

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/ada

ACADEMIC HONESTY:

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management 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:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. 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 online catalog.

In conclusion, it is our mission to prepare each student 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.

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 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.

Barnet, 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.