

Course Instructor:

Dr. Nicole Stedman
220 Rolfs Hall
nstedman@ufl.edu
352-273-2585

Course TAs:

Sky Georges
411 Rolfs Hall
sgeorges@ufl.edu

Class Meeting Time and Location:

Tuesday: 7-8th periods (1:55-3:50PM)
Thursday: 8th period (3:00-3:50PM)
Rolfs 205

Course Description:

This course focuses on leadership and communication in groups and teams. Topics include: what makes effective groups and teams, processes of groups and teams, relationships of members, and improving group/team performance.

Course Objectives:

The general objectives of this course are to:

1. Describe effective leadership and membership in groups and teams.
2. Examine group communication strategies and techniques.
3. Determine group and team processes, which include how they function, influences, and the stages of development.
4. Analyze problems associated with working in a group or team.
5. Evaluate group and team performance, which includes examining effectiveness of a group or team and ways to improve performance.

Required Textbooks:

Griffith, B.A. and Dunham, E.B. (2015). Working in teams: Moving from high potential to high performance. Los Angeles: Sage.

Lencioni, P. (2005). The five dysfunctions of a team: A leadership fable. San Francisco: Jossey-Bass.

Other Readings:

Other readings as assigned will provided on Canvas.

eLearning and Canvas:

All students are expected to check Canvas (<http://elearning.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on Canvas, this includes your grades.

Course Expectations:

First and foremost, this class should be fun and enjoyable! With that, this is an interactive class with a high level of student engagement – you must participate. This course is pragmatic in its approach and it is one that you will find useful in your future contacts and work with people.

Attendance is mandatory and recorded. It is up to you to attend class and make the most of it. There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline.

Attendance and Make-Up Work:

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Online Course Evaluation Process:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Expectations for Writing:

In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following **writing** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
 - Not using "tweet-talk" in your assignments.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- No use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

If you are afforded the opportunity to resubmit an assignment you may do so only after visiting the UF Writing Studio. You must provide documentation of the visit with your resubmitted assignment.

"Our appointment schedule is now online, and you can make your own appointments. Go to tutortrac.clas.ufl.edu, and log on with your GatorLink username and UF ID. You can make a maximum of one appointment per day, and two per week. Remember to bring a PAPER COPY of your document when you come in for an appointment. If you need to speak to us, our office phone is 352-846-1138."

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:
<http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- *U Matter We Care, www.umatter.ufl.edu*
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu*

Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who

must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc

Other Issues:

Please see the University of Florida Student Guide <http://www.dso.ufl.edu/studentguide>) for specific questions concerning your college experience.

Grade Breakdown: Please note grades are based on points not percentages. For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A: 465 - 500 pts	B+: 435 - 449 pts	B-: 400 - 414 pts	C: 365 - 384 pts	D+: 335 - 349 pts	D-: 300 - 314 pts
A-: 450 - 464 pts	B: 415 - 434 pts	C+: 385 - 399 pts	C-: 350 - 364 pts	D: 315 - 334 pts	E: 299 and Below

Assignment Summary:

Assignment Title	Date	Points Available
Team Project (230)		
<ul style="list-style-type: none"> • Team Proposal 	2-4	25
<ul style="list-style-type: none"> • Team Event (first month of class) 	By Feb. 9th	25
<ul style="list-style-type: none"> • Progress Report 	3-4	30
<ul style="list-style-type: none"> • Ideal Team Player Reflection 	4-15	50
<ul style="list-style-type: none"> • Video Presentation 	4-22	100
Reading Quizzes (4 x 15)	Varies	60
Lab Reflections (4 x 15)	Varies	60
Five Dysfunctions Team Analysis	2-11	50
A Team Critique	4-8	50
Attendance	Varies	50
Total		500

Course Schedule:

Week	Date	Day	Topic	Readings	Assignments
1	Jan 8-12	T	Introduction to Course & Team Basics		
		R	The Ideal Team Player	Lencioni ITP	
2	Jan 15-19	T	Virtue of Humility and Hunger	Lencioni ITP	Lab Reflection 1
		R	Virtue of People Smarts	Lencioni ITP	
3	Jan 22-26	T	The Making of Teams	Text, Ch. 1	Reading Quiz 1
		R	Team Formation and 5 Dysfunctions	Lencioni 5D	
4	1/29 – 2/2	T	Relationships & Tasks: Stages 1, 2, 3, & 4	Lencioni 5D	Proposal
		R	Knowing Your Team: Team Exercise		
5	Feb 5-9	T	Team Design & Building Culture	Text, Ch. 2	5D Critique & Lab Reflection 2
		R	Defining Team Culture: Team Exercise		
6	Feb 12-16	T	Project Mgmt & Vision and Purpose	Text, Ch. 9	Reading Quiz 2
		R	What's Your Vision?: Team Exercise		
7	Feb 19-23	T	Interpersonal Dynamics and Conflict	Text, Ch. 3	Lab Reflection 3
		R	Conflict and Emotional Intelligence	Text, Ch. 3	
8	2/26- 3/2	T	Leadership & Effective Mtgs	Text, Ch. 4	Progress Report
		R	Meeting Simulation: Team Exercise		
9	3/5 – 3/9	SPRING BREAK			
10	Mar 12-16	T	Effective Communication	Text, Ch. 5	Lab Reflection 4
		R	Virtual Communication: Team Exercise		
11	Mar 19-23	T	Decision-Making & Mistakes & Model	Text, Ch. 6	Reading Quiz 3
		R	Team Influences: Team Exercise		
12	Mar 26-30	T	Creativity & Innov & Social Drivers	Text, Ch. 7	
		R	Is Your Team Creative?: Team Exercise		
13	April 2-6	T	Diversity	Text, Ch. 8	A Team Critique
		R	Performance Evaluation	Text, Ch. 10	
14	April 9-13	T	Am I the Ideal Team Player?		ITP Reflection
		R	Did We Succeed?: Team Exercise		
15	April 16-20	T	Building Virtual Teams	Appendix	Video Presentation
		R	Team Project Peer Draft		
16	April 23-27	T	Team Video Presentations		
		R	Team Video Presentations		

Critical Dates:

Drop/Add, 1/12

Degree Application, 2/2

Last Day to Drop, 4/13

Assignment Descriptions: ALL DUE ONLINE BY 11:59PM

Team Project: Yes, this is a TEAMs class, so you will in fact be participating in a team-based project over the course of the semester.

Your team goal:

Your team will gather information about a real “Extraordinary” team. It can be any type of team, sports, business, non-profit, academic, etc. Select a team that you are uniquely interested studying. The key element of this selection will be your ability to define that the team is in fact, an “Extraordinary.”

The pieces of the project include: A Proposal, Individual Research, Progress Update, Ideal Team Player Reflection and a video culmination.

Your final product will be a video presentation of your work highlighting three key elements:

- 1) A description/narrative of the team and context in which the team operates.
- 2) A description/narrative which describes what makes this an outstanding team. What makes this team extraordinary? In your analysis, you team should answer these two key questions: a) what are the themes that you have identified from your research that lead to the team’s success? b) what are the real-life examples of these themes (evidence of what the team is doing)? Please use data collection, interviews, and content from the course to justify your themes.
- 3) How can other teams, in both similar and different contexts apply these “best practices” to their team to make them extraordinary?

Proposal:

The proposal shall include the following components:

- Description of the team (e.g. its objectives, structure, and composition)
- Description of why it is truly outstanding (1-2 sentences). Why did your team select this team to be the focus of the project?
- Description of the methods that will be used to analyze the team, please reference key concepts from the text.
- A timeline for completing the project, including key milestones and completion dates (e.g. planning, data collection, data analysis, preparation of the video)
- 3 double-spaced pages

Team Event:

Your primary goal is to learn to function as a team during the completion of this project. Much of the development of a team happens during the Forming stage. In order to facilitate this, your team will have a “team event.” This event is intended to be a social/retreat type experience. You will have fun, learn about one another, and come up with some team goals and role assignments. Your submission should be a 2 page double-spaced paper that outlines your accomplishments, including a photograph of the event.

Progress Report:

This piece serves to confirm that the team is working well, making progress, and on track for project completion. It should include the following components:

- Title Page – Team you have selected, all team member names, semester
- Description of the team and the context in which the team operates (1 page)
- Description of the methods and metrics used to evaluate its effectiveness (1-2 pages)

- Description of why the team is extraordinary (themes). Additionally, please use course materials and/or research to justify themes and extraordinariness (3-5 pages)
- Recommend suggestions for other teams to incorporate themes into similar and different contexts “best practices.” How would another team apply these BPs to their team to make them extraordinary? (1-2 pages)
- 6-10 double-spaced pages.

Ideal Team Player Reflection:

This is an opportunity to take the Ideal Team Player book into practice. Your team paper should consider the following ideas for this reflection:

- What are your observations about team leadership and its impact on team morale, culture, and outcome completion?
- Have the team members expressed elements of humility, hunger, and smarts? How, be specific in describing your team experience. Provide pros and cons based on the ITP model for each member.
- Do you feel that your team has operated at the Ideal Team Member level? Please give a
- 5-6 double-spaced pages

Team Video Presentation:

Your video should be between 8-12 minutes and include the following:

- A narrative of the team and the context in which the team operates. Make sure the video shows the team in operation.
- A narrative describing what makes this an extraordinary team. What makes this team the best, when compared with similar teams? Pull from your proposal, as well as individual research contributions to confirm themes associated with the “best practices.”
- Interviews and content from the class to justify your themes. Include interviews or other recorded media to showcase your findings.
- Communicate clearly, suggestions for other teams to incorporate themes into similar and different contexts “best practices.” How would another team apply these BPs to their team to make them extraordinary?

****Make this worthwhile! Be creative, capture attention, and communicate clearly. Videos will be posted on YouTube for open public access. Please reference topics from class readings and lectures.**

Reading Quizzes: Varies

As part of the team process, you will all take Reading Quizzes covering material from assigned readings. The quizzes are online and each person will complete the quiz individually and the team grade will be derived from the team average of all submitted scores.

Individual Assignments: Not everything is about teams. Take this time to shine as an INDIVIDUAL!

5D Team Analysis:

For this assignment, you will actively reflect on a team that you are involved with outside of this course! Your goal is to apply the elements of the Five Dysfunctions to the team to determine if the team is operating at an efficient and effective, nonetheless successful level. Your analysis should include the following components:

- Name and scope of the team – who are they and what do they do?

- Identify a problem or conflict within the team’s ability to function. Analyze the problem or conflict with respect to the 5 Dysfunctions, determine which of the 5 are contributing to the conflict.
- What tangible evidence can you provide for each of the 5 dysfunctions and why?
- Recommendations or consultation advice for how the team should work through the problem or conflict based upon course content.
- 3-5 double-spaced pages

A Team Critique:

For this assignment, you will observe a team engaging in an activity (“performing”). This could be a board meeting, sporting event, another class project team, etc. You are the independent third party, just observe the dynamics of the team and report on your observations, using what you have learned in class. Then interview two team members (ideally a member and the leader) and ask them about how the team functions, their philosophies on leadership and teamwork, etc. Then make recommendations on potential changes that should be made in the team, how it works, or structure. Consider the team design, leadership, communication, planning – really bring to light concepts from the **class and text**. This critique should be 4-6 double-spaced pages.

Lab Reflections:

At different points in the semester you are assigned a lab reflection. Those reflections are to be 1 double-spaced page highlighting the following components:

- What did you do? What was your overall experience in the activity?
- How did it relate to what we are learning in class? How did it relate to something you’ve experienced already?
- How can you use the experience to build a better team?

LATE ASSIGNMENT COUPON

I have no good excuse, other than I am late with this assignment.
Please accept this LATE ASSIGNMENT COUPON, with my paper.

****Coupon good for one week, past assigned due date****

****May NOT be used on Team Project Assignments****

No points will be removed from an assignment submitted with this coupon.

Not to be duplicated. Accepted only once. Spring 2018

Name: _____

Assignment: _____

Date Submitted: _____

TA Initials: _____