

**Course Instructor:**

Dr. Laura Greenhaw  
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352-294-6766

**Office Hours:** Wednesdays 9-11AM or by appointment

**Class Meeting Time and Location:**

T 11:45 am – 1:40 pm (5-6 period)  
R 12:50 pm – 1:40 pm (6 period)  
205 Rolfs Hall

**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, including 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, examine effectiveness of a group or team, and identify 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 & Activities:**

Other readings as assigned will be provided on Canvas.

Students will enroll and participate in a virtual team simulation, Recurrence Signature Case Study. More information will be provided during the class on enrolling, logging in, and completing the related assignments.

**eLearning and Canvas:**

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

### **Course Expectations:**

The best way to get the most out of class is to show up and engage. This course is designed to be interactive, participatory, fun, and pragmatic. So, the time you invest here should be enjoyable and useful in your future career and interactions with others. It might even help you in other classes as you navigate working with peers!

### **Attendance and Make-Up Work:**

Attendance is expected and recorded. Absences for “acceptable reasons” as defined in the University policy will result in an opportunity to make up missed work. When possible, students should notify professor prior to being absent and make arrangements to complete any missed work. Late assignments, and missed work resulting from “unexcused” absences will not be accepted. 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:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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 written 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, located in 2215 Turlington Hall. You must provide documentation of the visit with your resubmitted assignment. Information about the Writing Studio and a link to their online schedule for making an appointment can be found here: <https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/> “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 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: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

### **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](http://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](http://www.umatter.ufl.edu)*
- *Career Connections Center, First Floor Suite 1300 JWRU, 392-1601, <https://career.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. 001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc](http://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>

Grade Breakdown on Points					
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	Points Earned
Team Project (225)			
• Team Proposal	9/26	25	
• Team Event (first month of class)	By 9/22	25	
• Team Contract	10/8	20	
• Progress Report	10/30	30	
• Video Presentation	12/3	80	
Ideal Team Player Reflection	12/5	50	
A Team Film Critique	11/5	60	
Leadership Lab Reflections (4 x 15)	9/1, 9/14, 9/28, 10/12, 10/19	60	
Signature Case Study (Crisis 1 & 2)	10/5	50	
Signature Case Study (Crisis 3 & 4)	11/16	50	
Attendance	Varies	50	
Total		500	

### Assignment Descriptions:

#### ALL ASSIGNMENTS DUE ONLINE BY 11:59PM

As the title indicates, this is a class about TEAMS, so you will complete a team-based project over the course of the semester. Assessment of learning will be conducted through both team and individual assignments.

**Team Project:** Your team will gather information about an “Exemplary” team. It can be any type of team (i.e. sports, business, non-profit, academic, etc.). Select a team that you are uniquely interested in studying and can gain access to in order to collect facts and evidence. The key element of this selection will be your ability to define that the team is in fact, “Exemplary.”

Teams’ final product will be a video presentation of their work highlighting three key elements:

- 1) A description/narrative of the team and context in which the team operates.
- 2) An explanation and documentation that depicts what makes this an outstanding team. What makes this team exemplary? In your analysis, your 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 become exemplary?

#### Proposal: (Team Submission)

The proposal shall include the following components:

- Description of the team (e.g. its objectives, structure, and composition)
- Explanation 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.
- A timeline for completing the project, including key milestones and completion dates (e.g. planning, data collection, data analysis, preparation of the video)
- Tentative team member responsibilities

**Team Event: (Team Submission)**

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 develop 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 entire team at the event.

**Team Contract: (Team Submission)**

This document formalizes team members’ roles and responsibilities, clarifies team norms, expectations and goals, and serves as your checks and balances for team contribution. Each team member must provide a unique contribution to the team project, and agree to evaluation measures and a termination clause. *A contract template will be provided.*

**Progress Report: (Team Submission)**

This component 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)
- Explanation and documentation of why the team is exemplary. Additionally, please use course materials and/or research to justify and support your claims. (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)

**Team Video Presentation: (Team Submission)**

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 exemplary 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 the exemplary team’s “best practices” into similar and different contexts. How would another team apply these BPs to their team to make themselves exemplary?

**\*\*Make this worthwhile! Be creative, capture attention, and communicate clearly. Videos will be posted on YouTube for open public access. Be sure to reference content from class readings and lessons.**

**Additional Assignments:** Aside from your work on the team project, you will complete additional assignments designed to deepen your understanding and application of the course content. Some of these assignments will be completed individually, while some must be completed as a team.

**Ideal Team Player Reflection: (Individual Submission)**

This is an opportunity to take the Ideal Team Player book into practice. Consider the following prompts for this reflection:

- What are your observations about team leadership and its impact on team morale, culture, and outcome completion? Do you feel that your team has operated at the Ideal Team Member level?
- Have your team members expressed elements of humility, hunger, and smarts? How? Be specific in describing your team experience.

- How have YOU expressed elements of humility, hunger, and smarts?
- Have you upheld your roles and responsibilities agreed upon in the team contract?

### **A Team Film Critique: (Individual Submission)**

For this assignment, you will observe a team exemplified in a film **released in 2015 or after**. You are viewing the film as a critic, intensely observing the dynamics of the team. Your observations should focus on a specific course concept in which you can identify its process or behavioral elements specifically. The critique will include:

- Introduction with the film name, release date, and main characters. (1 paragraph)
- Overview of the key course concept(s) utilized for the critique. (1 paragraph)
- Five detailed connections between the course concept(s) and the film with your critique of how the connection was exemplified in the film. (2-3 pages)
- Closing statement regarding your overall critique of the effectiveness of the team exemplified in the selected film and recommendations for improved teamwork based upon course concepts. (1 paragraph)

### **Leadership Lab Reflections: (Individual Submission)**

Some class sessions are dedicated to “leadership labs”. These labs will generally consist of in-class activities that simulate leadership experiences and help to deepen your learning through practice and implementation of leadership practices. Following a lab, you will take time to process what you experienced and how it relates to what we are learning in class, as well as how you can apply that learning in the future. Your reflections should highlight 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?

### **Signature Case Study: Crises 1 & 2, Crises 3 & 4**

The *Signature Case* method is a modern approach to the case study. This online, interactive multi-player experience brings you together with fellow students to lead a company through business challenges based on real-world data and actual events. This “gamulation” is a fun and exciting way to help you work together to solve business problems, think strategically, understand key business principles and concepts, and discover your own leadership style.

In this game, you will be a member of the C-suite of Liberty Air, which is a fictitious U.S.-based airline that goes through a series of major challenges: a labor strike, a plane crash, a fuel crisis, and a hostile takeover attempt. The company must undergo serious reforms, such as changing its budget and business culture, or face dire consequences. The game is based on real-world data and reflects the sort of decisions that actual global executives face. Furthermore, the game relies upon extensive research that analyzes leadership styles and how organizations address tactical and strategic challenges.

You will select an avatar and enact one of five C-suite roles: Chief Executive Officer (CEO), Chief Financial Officer (CFO), Chief Operating Officer (COO), Chief Marketing Officer (CMO), or Chief Human Resources Officer (CHRO). Each crisis has three major decisions and, though there is only one key decision-maker for each crisis, you are expected to collaborate and provide explanations for the decisions that are made. Additionally, each of you will face leadership challenges throughout the game that will assess a leadership style based on the choices you make.

Your team performance will drive your final grade in this case study project. Completion of Crisis 1 & 2 (50 points, due 10/5) and Crisis 3 & 4 (50 points due 11/16)

- Completed Crisis Prompts on Time: 20 points
- Satisfaction Scores for Customer, Employees, and Stakeholders: up to 30 points
  - o Over 40%: 30 points
  - o 30-39%: 22 points
  - o 20-29%: 15 points

Course Schedule\*:

*\*This is a tentative schedule; changes to topics, assignment due dates, etc. may be made via in-class announcement or email.*

Week	Date	Day	Topic	Readings	Assignments
1	Aug 20-22	T	Introductions and Expectations		
		R	Why Teamwork, The Making of Teams	Text, Ch. 1	
2	Aug 27-29	T	Team Design	Text, Ch. 2	
		R	Leadership Lab- building team culture		Reflection 1 (9/1)
3	Sept 3-5	T	Team Formation and 5 Dysfunctions	Lencioni 5D	
		R	Relationships: Stages 1 and 2	Lencioni 5D	
4	Sept 10-12	T	Vision and Purpose	Text, Ch. 9	
		R	Leadership Lab- what's your vision		Reflection 2 (9/14)
5	Sept 17-19	T	Project Management	Text, Ch. 9	
		R	Tasks: Stages 3 and 4	Lencioni 5D	Team Event (9/22)
6	Sept 24-26	T	Interpersonal Dynamics and Conflict	Text, Ch. 3	Team Proposal (9/26)
		R	Leadership Lab - conflict		Reflection 3 (9/28)
7	Oct 1-3	T	The Ideal Team Player	Lencioni IT	
		R	The Ideal Team Player, cont.	Lencioni IT	Crisis 1 & 2 (10/5)
8	Oct 8-10	T	Leadership	Text, Ch. 4	Team Contract (10/8)
		R	Leadership Lab		Reflection 4 (10/12)
9	Oct 15-17	T	Effective Meetings	Text, Ch. 4	
		R	Leadership Lab		Reflection 5 (10/19)
10	Oct 22-24	T	Communication	Text, Ch. 5	
		R	Decision-Making	Text, Ch. 6	
11	Oct 29 -30	T	Work Day – No Class		Progress Report (10/29)
		R	Creativity and Innovation	Text, Ch. 7	
12	Nov 5-7	T	Leadership Lab		A Team Critique (11/5)
		R	Diversity	Text, Ch. 8	
13	Nov 12-14	T	Leadership Lab		
		R	Work Day – In Class		Crisis 3 & 4 (11/16)
14	Nov 19-21	T	Performance Evaluation	Text, Ch. 10	
		R	Leadership Lab		ITP Reflection (11/23)
15	Nov 26-28	T	Team Project Peer Draft		Team Evals (11/26)
		R	Thanksgiving Break- No Class		
16	Dec 3	T	Team Video Presentations		