

Communication and Leadership in Groups and Teams

AEC 4434

Fall 2025- 3 credit hours

# Instructor

Dr. Laura Greenhaw

Assistant Professor

Email: laura.greenhaw@ufl.edu

Office location: 219 Rolfs Hall

Office hours: Tuesday 2:00 – 4:00pm or by appointment.
You are welcome to come to my office during this time OR join the open Zoom meeting:

|  |  |
| --- | --- |
| Meeting URL:  | https://ufl.zoom.us/j/93304026887 |
| Meeting ID:  | 933 0402 6887 |
| Passcode: | greenhaw |

# Teaching Assistant

Ms. Ashley Johnson

Email: johnsonashley1@ufl.edu

Office hours: by appointment

# Class Times Location

M 12:50 pm – 1:40 pm (6 period); McCarty B G108

W 12:50 pm – 2:45 pm (6-7 period); McCarty B G108

# 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. Explain 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.

# Instructor Team Communication & Feedback

**Communication** – Learners are expected to message the instructor and/or teaching assistant(s) through the Canvas messaging function. Please do not send course-related messages to our ufl email. The instructor and teaching assistant(s) are committed to responding to your Canvas messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. Our goal is that major assignments will be graded, with *meaningful feedback* provided,**within one week of their submission**.

We expect learners to attend and actively participate in class sessions, be responsive communicators in their assigned teams, and regularly check information, announcements, and messages in Canvas (I recommend at least once a day).

**Office Hours**: Dr. Greenhaw sets aside dedicated office hours each week both in-person and via Zoom, as indicated in the Contact section above. **What are office hours?** It is time specifically set aside each week for students to physically or virtually drop in and visit. Whether you have questions about the course, assignments, the content, or simply want to have a casual chat to better get to know each other, these hours are for you! I strongly encourage students to take advantage of these office hours as an enriching experience for academic support and personal connection.

# Requirements

## Textbook:

There are no required textbooks for the course. Any required assigned reading will be provided on Canvas. The texts listed below are recommended because much of the course content is sourced from them, along with other relevant works.

Recommended textbooks:

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

Levi, D. (2014). *Group dynamics for teams (4th Ed)*. Sage.

Franz, T. M. (2012). *Group dynamics and team interventions: Understanding and improving team performance.* Wiley-Blackwell.

Other texts & readings:

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

## Technology:

To succeed in this course, you must have access to the following technology:

* Desktop Computer or Laptop
* Audio Capabilities
* Webcam and Microphone for and virtual synchronous sessions
* Microsoft Office Programs
	+ [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
	+ [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
	+ Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader
	+ [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
	+ [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
	+ [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
	+ [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
	+ [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* Internet Connection with access to Canvas
* Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/student-computing-requirements/) page for information on technology requirements and expectations.

## Prerequisite Knowledge:

None.

## Expected Technical & Digital Literacy Skills:

Minimum skills required:

* Proficiency in utilizing Canvas and navigating the internet effectively.
* Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
* Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
* Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
* Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
* Analyzing digital information for credibility, currency, and bias.

## Artificial Intelligence (A.I.) Use:

There are lessons and assignments in this course where you will be asked to use AI tools. Part of this is simply exploring the uses of AI in teamwork and leadership. Outside of those specific instances, you are discouraged from using AI tools to generate content (text, video, audio, images) that will be submitted as your original work (assignments, activities, responses, etc). We will discuss in class together what parts of assignments or work processes are appropriate or acceptable for AI use and which are not. Any work you submit after having used AI tools should include clear statements indicating what is your original, unique work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If you are ever confused or in doubt, please reach out to me for a conversation before submitting your work. This tends to be a very gray area and different instructors have different expectations and requirements. I am committed to working through this together in our class to make the best, most appropriate decisions!

# Assignments

## Late Assignment Policy:

Late assignments are generally not accepted, although I will consider requests on a case-by-case basis. If you find you need more time to complete an assignment, please communicate with me and your TA **prior** to the due date. \**Please note the exception regarding learning labs below.*

## Assignment Points & Explanation:

**ALL ASSIGNMENTS DUE ONLINE BY 11:59PM unless noted otherwise**

As the title indicates, this is a class about groups and teams, so you will complete a team-based project over the course of the semester. Learning will be assessed through both team and individual assignments. \*Please note ALL assignments have assignment description sheets and rubrics on Canvas with more complete information!

### TEAM PROJECT: This course applies experiential learning through a team-based project and assignments designed to facilitate your learning and application of effective teamwork. Teams will complete several assignments to document their learning and development over the duration of the project. There are 200 total points associated with the team project.

### Team Social: (Individual Submission)

To facilitate team development, your team will have a “team social.” This is an opportunity to break the ice, get to know one another on a personal basis, talk about work habits, hobbies, interests, and goals, etc. Each team member will submit their own paper describing the team’s interactions, personal expectations, and outcomes of the social. **A photograph of the entire team should be included.**

### Team Contract: (Team Submission)

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

### Team Progress Reports (team submission, with individual contribution)

Team progress reports are an opportunity for learners to evaluate how their team is developing and progressing on their project. Together, teammates will assess their progress toward their project goals and their interpersonal interactions and development as a team.

### Team Project and Presentation (team submission)

Each team will complete a project, producing specified outputs/products. At the conclusion of the semester, teams will present (1) their project and (2) describe how they used teamwork and applied concepts from class. Additionally, the team will (3) provide a brief analysis of their teamwork and (4) recommendations based on their learning and experience.

### Teammate Evaluations: (Individual Submission)

Learners will complete three progressive evaluations of themselves and their teammates. This provides a way to monitor and evaluate individual contribution to the development of the team and the project. It is also a way to provide feedback throughout the semester to improve motivation and performance. Each learner will receive the average score assigned to them by their teammates based on a rubric provided. Only the final evaluation will count toward learners’ final grade.

NON-PROJECT ASSIGNMENTS: In addition to your team project, you will complete individual assignments designed to deepen your understanding and application of the course content.

### “Reel” life- Analysis of Team in Film: (Individual Submission)

Learners will watch a film and analyze the team in a film, focusing on a specific course concept(s).

### Leadership Lab Reports: (Individual Submission- must complete 4)

Throughout the semester, learners will complete in-class activities designed to provide opportunities to apply their learning and practice teamwork and leadership. Following each in-class activity, learners will submit a critical reflection to help them recognize and transfer their learning.

*\*IMPORTANT NOTE: Learners must be* ***in class*** *and actively participate in the learning lab to submit a reflection for credit. Learners who miss a lab activity due to a* ***university-approved*** *absence may be provided make-up opportunity as necessary. Learners are responsible for requesting a make-up opportunity within 3 days of the eligible absence during which the lab was missed. Please be sure to communicate with me if you have a university-approved absence or believe you have an ‘excused’ absence.*

## Assignment summary

| **Assignment Title** | **Points Available** | **Points Earned** | **Running Total** |
| --- | --- | --- | --- |
| Team Project (200) |  |  |  |
| * Team Social
 | 20 |  |  |
| * Team Contract
 | 25 |  |  |
| * Progress Reports (2 \*25pts)
 | 50 |  |  |
| * Project Presentation
 | 75 |  |  |
| * Teammate Evaluations
 | 30 |  |  |
|  |  |  |  |
|  |  |  |  |
| Exam 1 | 50 |  |  |
| “Reel” life: Analysis of a Team in Film  | 100 |  |  |
| Leadership Labs (4 x 25)  | 100 |  |  |
| Exam 2 | 50 |  |  |
|  |  |  |  |
| Total | 500 |  |  |

## Course Grading:

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>

### Grading Scale (breakdown by points)

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

## Reading & Assignment Schedule:

| **Wk** | **Date** | **Day** | **Topic** | **Assignments** |
| --- | --- | --- | --- | --- |
| 1 | Aug 25-27 | M | Great expectations & setting the sceneExperiential learning & critical reflection |  |
| W | Groups v Teams, Teamwork skills, Team success |  |
| 2 | Sept 01-03  | Labor Day- no classes |
| W | REEL life team analysis |  |
| 3 | Sept08-10 | M | REEL life discussion dayStages of group development |  |
| W | LAB 1: Student introductions Team formation and design | DUE: Lab 1 (team design) |
| 4 | Sept15-17 | M | Project introduction |  |
| W | Launching the team |  |
| 5 | Sept22-24 | M | Team purpose and goals |  |
| W | Team norms & member roles | DUE: Team social |
| 6 | Sept 29 -Oct 01 | M | Decision making & problem solving |  |
| W | LAB 2: Decision making lab | DUE: Team contract draftDUE: Lab 2 (decisions) |
| 7 | Oct06-08 | M | Feedback andIndividual performance evaluation  |  |
| W | *Team project meetings*  | DUE: Evaluation 1 |
| 8 | Oct13-15 | M | ***Project work day*** | DUE: Team contract final |
| W | Exam 1 |  |
| 9 | Oct20-22 | M | Team learning | DUE: Progress report 1 |
| W | LAB 3: Team learning | DUE: Lab 3 |
| 10 | Oct27-29 | M | Communication in teams |  |
| W | Power & social influence  |   |
| 11 | Nov03-05 | M | Conflict management | DUE: Evaluation 2 |
| W | LAB 4: Conflict management | DUE: Lab 4 |
| 12 | Nov10-12 | M | Motivation |  |
| W | *Check-in & Project work day* | DUE: REEL life analysis DUE: Progress report 2 |
| 13 | Nov17-19 | M | Cooperation, competition |  |
| W | LAB 5: Cooperation, competition | DUE: Lab 5 (if needed) |
| 14 | Nov 24-26 | **Thanksgiving Holiday- No class** |
| 15 | Dec01-03 | M | Exam 2 |  |
| W | Team Presentations | DUE: Evaluation 3 |
|  |  |  |  |  |
|  |  |  |
| FINAL |  | Final exam, per UF Schedule: **THURSDAY, December 11, 12:30 -2:30pm** |

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Please note that the course schedule and syllabus are subject to change. The instructor reserves the right to modify the syllabus, including assignment due dates and course content, as deemed necessary. Any changes will be communicated promptly to ensure you have adequate time to adjust.

# University-Wide Policies and Student Support Services

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

**Academic Policies**

* Attendance requirements and make-up work procedures
* Academic accommodations for students with disabilities
* Grading standards and grade point policies
* Course evaluation instructions and portals
* Student Honor Code and University Honesty Policy
* Guidelines governing the recording and use of class lectures

**Academic Resources**

* E-learning support and technology assistance
* Career and counseling services (Career Connections Center)
* Library access and help services
* Study skills support and tutoring (Teaching Center)
* Writing support (Writing Studio)
* Complaint procedures and academic grievance resources
* UF Student Success Initiative resources

**Campus Health & Wellness**

* Physical, mental, and emotional health services
* Safety and support programs
* UF Whole Gator wellness tools