AEC 4434 Communication and Leadership in Groups and Teams

Agricultural Education and Communication

Spring 2021 Section 9159 or Class Number 10258

Course Instructor:
Dr. Laura Greenhaw
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352-294-6766

TA:
Ms. Kenzie Bastian

Office Hours: Tuesdays 2 - 4 PM or by appointment.
Weekly office hours will be conducted via Zoom that are accessible each week at the following link:

Meeting URL: https://ufl.zoom.us/j/93876150070
Meeting ID: 938 7615 0070
Passcode: greenhaw

Appointments may be requested as face-to-face or zoom.

Class Meeting Time and Location:
This class will be synchronously via Zoom at the designated links listed for each class period.

T 12:50 pm – 1:40 pm (6 period)

Meeting URL: https://ufl.zoom.us/j/92662243817
Meeting ID: 926 6224 3817
Passcode: 4434

R 12:50 pm – 2:45 pm (6-7 period)

Meeting URL: https://ufl.zoom.us/j/93303611294
Meeting ID: 933 0361 1294
Passcode: 4434

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.

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, but more importantly, useful in your future career and interactions with others. It might even help you in other classes as you navigate working with peers!

Students are expected to attend courses in real time, via Zoom, unless otherwise noted on the syllabus. While it will be different from face-to-face and sometimes more challenging, I expect you to engage as much as possible, either through reactions, chat, or audio and visual communication. I understand that each student has unique technology and connectivity situations and we will be sensitive to those. However, we expect students to make every effort to engage in the course to the best of their ability. Students experiencing technical issues should contact the helpdesk via their website (https://helpdesk.ufl.edu/) or by calling 352-392-HELP (4357).

In addition to Zoom class sessions, all students are expected to check Canvas (http://elearning.ufl.edu) on a regular basis (I strongly recommend making this a daily routine). All course announcements and reminders will be sent through Canvas. Additionally, all emails regarding class matters should be sent via Canvas. This will help me and your TA keep track of which course and section you are enrolled in when communicating with you. Finally, additional handouts, readings and supplemental material will be housed on Canvas, as well as your grades. Please ensure that you have access to this service.

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

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

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

Other readings as assigned will be provided on Canvas.

Attendance and Make-Up Work:
Attendance at synchronous class sessions 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 Dr. Greenhaw prior to missing a class session 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 .

Services for Students with Disabilities:
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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:

Courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization maintain high **writing** standards. The following guidance should be adhered to, unless otherwise specified for specific assignments. Failing to adhere to these standards may result in substantially lower grades on written assignments.

- Proper grammar and punctuation are <u>mandatory</u>.
- Proper sentence structure is required.
  - Do not using "tweet-talk" in your assignments.
  - Sentences should have a subject, verb, and (when needed) an object.
  - Sentences should be complete, with no sentence fragments.
- Avoid contractions.
- Critical thought and appropriate content should appear throughout each writing assignment.
- American Psychological Association (APA) style should be used for all assignments requiring citations and references.

Students are encouraged to utilize the University Writing Program's Writing Studio for assistance with improving their writing. You can schedule an appointment via their website, https://writing.ufl.edu/writing-studio/.

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/.

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 Connections Center,* First Floor Suite 1300 JWRU, 392-1601, **https://career.ufl.edu/**

Course Recordings and Personal Privacy:
Our class sessions may be audio visually recorded for students in the class to refer back to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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 (200)			
• Team Social (first month of class)		25	
• Project Proposal		20	
• Team Contract		25	
• Video Presentation		80	
• Teammate Evaluation		50	
Mid-term Exam		50	
"Reel" life: Analysis of a Team in Film		50	
Leadership Lab Reports (4 x 25) due Fridays		100	
Ideal Team Player Reflection		50	
Final Exam		50	
Total		500	

Assignment Descriptions:
ALL ASSIGNMENTS DUE ONLINE BY 11:59PM unless noted otherwise
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 apply the course learning on teamwork and characteristics of successful teams to propose a team project. Once the proposal is reviewed and feedback provided, your team will carry out your proposed project. Teams will complete several assignments to document their learning and development over the duration of the project. There are 200 total points for all assignments associated with the team project.

Team Social: (Individual Submission)
Your primary goal is to learn to function as a team during the completion of this project. Teams develop many of their processes and norms early on, in the Forming stage. To facilitate this, your team will have

a "team social." This event is intended to be an opportunity to break the ice, get to know one another on a personal basis, talk about work habits, hobbies, interests, and goals, etc. This will form the initial foundation for team cohesion which is important in later stages, particularly as the team manages conflict and begins performing tasks together. Each team member will submit their own paper describing the team's social interactions, expectations, and outcomes of the social, **including a photograph of the entire team at the event**.

Project Proposal: (Team Submission)
The proposal shall include the following components:
- Description of the team's proposed project.
- Explanation of how it meets requirements for teamwork.
- Description of the (tentative) interdependent roles and responsibilities of the team members.
- A timeline for completing the project, including key milestones and completion dates.
- A plan for preparing the project video.

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.*

Team Project Presentation: (Team Submission)
Your presentation should be between 5-8 minutes and include the following:
- A description of the team project. Make sure you document the team in operation.
- A narrative describing the team's application of learning. What knowledge and skills did you learn in the course that you applied to your teamwork during the project?
- Include interviews or other recorded media to showcase your learning and development.
- Recommended best practices for other teams based on your learning experience this semester.

Make this worthwhile! Be creative, capture attention, and communicate clearly. Be sure to reference content from class readings and lessons.

Teammate Evaluation: (Individual Submission)
Each student will complete an evaluation of their teammates. Students' score will reflect the average of the evaluations from their teammates.

Additional Assignments: In addition to your work on the team project, you will complete assignments designed to deepen your understanding and application of the course content as an individual.

Ideal Team Player Reflection: (Individual Submission)
This is an opportunity to take the Ideal Team Player concept 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?

"Reel" life- Analysis of Team in Film: (Individual Submission)
For this assignment, you will observe a team exemplified in a film. You are the 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 Reports: (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 reflective report should highlight the following components, **focusing on the specific prompt provided for each activity**:
- 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?

NOTE: Lab reports can only be completed if the student was in attendance for the lab activity. Lab reports are due the Friday evening following the activity. At least 5 lab report opportunities will be offered. Make-up opportunities will only apply to University-approved absences that cause a student to miss 2 or more labs. Students are responsible for requesting a make-up opportunity immediately following the eligible absence during which the lab was missed.

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

Week	Date	Day	Topic	Readings	Assignments
1	Jan 12 - 14	T	Great Expectations	none	
		R	Teams: Why, What, When, Who, How? *Guest panel*	Ch 1	Infographic Selfies
2	Jan 19 – 21	T	Team Design		
		R	Team Design- Building the right team	Ch 2	
3	Jan 26 – 28	T	Stages of Development	Ch. 1, Levi Ch 3	
		R	Leadership Lab- launching team, building culture	Ch 2, Levi Ch 3	
4	Feb 2 – 4	T	Leading Virtual Teams		
		R	Purpose and Goals Team SMART goals	Ch 9 Levi Ch 3	Team Social DUE 2/5
5	Feb 9 - 11	T	Norms, Roles, & Responsibilities	Ch 3 Levi Ch 3	Project Proposal DUE 2/9
		R	Ind. Performance Evaluation & Feedback	Levi Ch 4/16	
6	Feb 16 – 18	T	Team Evaluation & Rewards	Ch 10, Levi Ch 4/16	Proposal revisions due 2/16
		R	Ideal Team Player (humble, hungry, smart)	Levi Ch 6	Team Contract DUE 2/18
7	Feb 23 – 25	T	What goes wrong: 5 dysfunctions	Ch 10, Lencioni	
		R	University "recharge" Day		
8	Mar 2 – 4	T	Mid-term Exam		
		R	Effective Team Meetings		Contract revisions due 3/4

9	Mar 9 - 11	T	Decision-Making	Ch 6 Levi Ch 9	
		R	Leadership Lab- decision making		
10	Mar 16 - 18	T	Conflict management	Ch 3 Levi Ch 7	
		R	Leadership Lab-Conflict		
11	Mar 23 – 25	T	Communication	Ch 5 Levi Ch 6	
		R	Project Work Day		"Reel" Life DUE 3/27
12	Mar 30 – Apr 01	T	Diversity	Ch 8 Levi Ch 13	
		R	Leadership Lab-diversity		
13	Apr 06 – 08	T	Motivation	Levi Ch 4	ITP Reflection due 4/6
		R	Leadership Lab- motivation		
14	Apr 13 – 15	T	Power and Social Influence	Ch 4, Levi Ch 8	Project video DUE **4/14**
		R	Team Video Presentations		
15	Apr 20	T	Project debrief, Final Exam review		Teammate Evals DUE 4/20
16	Apr 26	M	Final Exam- 7:30 am – 9:30am		