

AEC 4434 Communication and Leadership in Groups and Teams
Agricultural Education and Communication
Spring T/R Section 9159, Class Number 10212

Course Instructor:

Dr. Laura Greenhaw
219 Rolfs
laura.greenhaw@ufl.edu
352-294-6766

TA: Ms. Rachel Biderman
rbiderman@ufl.edu

Office Hours: Tuesday 2:00 – 4:00pm or by appointment.

Weekly office hours will be conducted in person AND via Zoom. You are welcome to come to my office or log on to the recurring Zoom meeting to talk with me!

Meeting URL: <https://ufl.zoom.us/j/94082776018>
Meeting ID: 940 8277 6018
Passcode: greenhaw

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

Class Meeting Time and Location:

T 12:50 pm – 1:40 pm (6 period); Carleton auditorium 100
R 12:50 pm – 2:45 pm (6-7 period); Carleton auditorium 100

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!

Please note that class sessions will NOT be recorded or made available via Zoom. In addition to consistently attending 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 our 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.* 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 is expected and recorded. Absences for “acceptable reasons” as defined in the University policy will result in an opportunity to make up missed work, if applicable. When possible, please notify me **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> .

Assignment Summary:

Assignment Title	Points Available	Points Earned	Running Total
Team Project (200)			
• Team Social	20		
• Team Contract	25		
• Team development reports	50		
• Project Presentation	75		
• Team 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		

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. *Please note ALL assignments have assignment sheets and rubrics on Canvas with more complete information!

TEAM PROJECT: Your team will apply the course learning on teamwork and characteristics of successful teams to complete a team 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. 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.**

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 project and agree to evaluation measures and a termination clause. *A template will be provided.*

Team Development Reports: (Individual Submission)

Team development reports are an opportunity for learners to evaluate their teammates and assess how their team is progressing through the stages of development. Learners will ‘grade’ their teammates, then recall the stages of development and identify behaviors and other indicators to document their team’s development progress.

Project Presentation: (Team Submission)

Presentations should be between 5-8 minutes and include the following:

- A description of the team’s work. Make sure you document the team in operation.
- An explanation of how the team applied the learning. What knowledge and skills did you learn in the course that you applied to your teamwork during the project? **Be sure to reference content from class readings and lessons.**
- An analysis of your performance and resulting recommended best practices for other teams based on your learning experience this semester.

Team Evaluations: (Team Submission)

Teams will evaluate their processes at regular intervals in order to self-monitor progress and encourage motivation.

NON-PROJECT 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.

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

For this assignment, you will analyze a team in a film, focusing on a specific course concept(s).

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

Some class sessions include “leadership labs”. These labs generally consist of in-class activities that simulate leadership experiences and help to deepen your learning through practice and implementation of leadership practices (i.e., experiential learning). Following a lab, you will take time to process the experience, relate it to the learning in class, and consider how you can apply that learning in the future, submitted as a reflective report.

*IMPORTANT NOTE: Lab reports **can only be completed if the student was in attendance** for the lab activity. At least 5 learning labs will be offered, and students must complete 4. 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. Please be sure to communicate with me if you have a university-approved absence or believe you have an ‘excused’ absence.*

Exams (Individual submission)

Two exams will allow students to demonstrate their understanding and application of course content.

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

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	Assignments
1	Jan 10 & 12	T	Great Expectations & setting the context	
		R	Teams in REEL life	
2	Jan 17 & 19	T	Stages of Group Development	
		R	Teams: Why, What, When, Who, How?	Self-assessment
3	Jan 24 & 26	T	Project introduction	
		R	Team design Leadership lab: building the right team	Introductions Lab 1
4	Jan 31 & Feb 02	T	What goes wrong: 5 dysfunctions	
		R	Leadership lab- launching teams (forming)	
5	Feb 07 & 09	T	Project Purpose & Team SMART goals	
		R	Norms, roles, & responsibilities	
6	Feb 14 & 16	T	Individual performance eval & Feedback	DUE: Team social
		R	Team evaluation & Rewards	
7	Feb 21 & 23	T	Decision-making	DUE: Team Contract
		R	Leadership lab: decision-making	Lab 2
8	Feb 28 & Mar 02	T	<i>Project Work Day</i>	
		R	Exam 1	
9	Mar 07 & 09	T	Effective team meetings	
		R	Team meetings: project check-in	
SPRING BREAK- No Class				
10	Mar 21 & 23	T	Conflict management	
		R	Leadership lab: conflict management	Lab 3
11	Mar 28 & 30	T	<i>Project Work Day</i>	
		R	Power & Social influence	
12	Apr 04 & 06	T	Diversity	
		R	Leadership lab: diversity	Lab 4
13	Apr 11 & 13	T	Motivation	
		R	Leadership lab: motivation	Lab 5
14	Apr 18 & 20	T	Team Presentations	DUE: Presentations (submitted 11/28)
		R	Team Presentations, cont.	DUE: Team analysis
15	Apr 25	T	Exam 2	
FINAL			Final exam, per UF Schedule: Tuesday, May 02, 10:00 am – 12:00pm	

I reserve the right to reschedule exam 2 OR project presentations on the scheduled final exam date, if necessary.

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 for all assignments, unless otherwise specified. Failing to adhere to these standards may result in substantially lower grades on written assignments.

- Proper grammar, spelling, and punctuation are mandatory.
- Proper sentence structure is required.
 - 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. The Purdue OWL (online writing lab) is a useful resource for assistance with APA format, https://owl.purdue.edu/owl/purdue_owl.html

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/>.

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/>.

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 me and discuss their access needs as early as possible in the semester.

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/>*

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.