

## **BU370 – Winter 2012**

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## **Team Development**

**Phone:** 864-8534  
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4 units of credit

### **Course Description**

*Team Development* is a hands-on practical class that examines communication and reasoning in the context of effective group problem solving. In this class, we emphasize the application of group communication concepts and methods of problem solving to come up with effective, appropriate decisions. We will explore principles of evidence, reasoning, and impediments to effective group communication.

I believe that true learning only occurs when everyone is involved and interested in the material presented. Our class will consist of a combination of lectures, discussions, group activities, projects, and presentations. Through constructive feedback, we will all have the opportunity to teach and help each other. I encourage you to use this course to explore and broaden your world view. Please, challenge yourself and explore issues that matter to you.

### **Course Objectives**

Students will:

- A. Acquire knowledge and improve critical reasoning and creative thinking by examining and evaluating the models and methods of problem solving and decision making from a variety of cultures.
- B. Study and apply principles and rules of evidence and reasoning.
- C. Apply communication and group discussion concepts to problem solving in a team.
- D. Engage in research, analysis, and examination of issues from a variety of perspectives including global, historical, cultural, class, and gender.
- E. Develop and integrate skills necessary for analytically reading, writing, and speaking about the major questions, problems, and issues of humans in diverse cultures.
- F. Apply principles of problem solving and reasoning to written and oral discourse.

### **Learning Objectives/Competencies for Students to Achieve:**

Students will:

- 1) Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in team development and formation.
- 2) Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- 3) Understand and apply psychological principles to personal, social, and organizational issues.
- 4) Communicate effectively in a variety of formats.
- 5) Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement
- 6) Pursue realistic ideas about how to implement their knowledge, skills, and values in occupational pursuits in a variety of settings

Students will be assessed via multiple means. These include examination, projects and presentations, as well as self-reflection.

## Course Materials and Requirements

Texts: Abrahams, M. Speaking Up without Freaking Out (2012)  
Colquitt, J.A., LePine, J.A., and Wesson, M.J. Organizational Behavior: Improving performance and commitment in the workplace (2009). McGraw-Hill.

Digital movie recorder or USB drive (at least 1GB free space)

Package of 4x6 notecards

Active email address that is checked twice a week by 10PM on the night prior to class

## Course Requirements

- (1) Regularly attend class, on time, with an inquisitive mind (see attendance policy).
- (2) Participate actively in class discussions and activities (see participation policy).
- (3) Complete, on time, the required reading, assignments, and presentations.
- (4) Purchase and bring with you to every class a copy of the course textbook
- (5) Check email address twice a week by 10PM on the night prior to class

## Policies

### ***Attendance Policy***

Your attendance is essential in any Speech course that requires performance, participation and evaluation. One of the most valuable learning tools in a course like this one is the experience of observing others' presentations, evaluating them, and then applying what you have learned.

Absences are a very serious matter. By enrolling in this class, you are committing to attend promptly. Anything less than timely attendance (read: no tardies) will affect your participation grade and could result in removal from the class. Attendance will be taken first thing at every class meeting. Make-up exams and presentations will only be granted for verifiable excuses (e.g., a doctor's note for an illness). If you are going to miss a class or know that you will be late, you must notify me as soon as possible. It is your responsibility to get yourself caught up.

### ***Participation Policy***

Because this class is an experience-based, skills-focused course, your participation is critical. Your participation grade includes being prepared and adding constructively to the class. You are expected not only to write and deliver your best work, but to be an intelligent and constructively critical discussion participant and audience member.

Specifically, any absence during the first two weeks of class will result in being dropped from the course. Each absence after the first that does not have a legitimate excuse (e.g., doctor's note) will result in a loss of points from your participation grade in addition to the loss of points of any assignment due that day. Three absences will result in a loss of all participation points and possibly result in removal from class. More than two late arrivals will also result in a loss of participation points. Please do not ask if you can make up an assignment or turn one in late.

Participation includes, but is not limited to, the following:

- Active, constructive involvement in discussions, activities, and group work
- Staying focused on your work and tasks at hand
- Asking questions
- Fulfilling your commitments to your fellow students and me
- Turning off all pagers and cell phones during class time

***Plagiarism and Cheating Policy***

Simply stated: Don't. Academic dishonesty and cheating in any way will not be tolerated. To deter plagiarism (claiming others' ideas or words as one's own), most assignments written at home will be scanned by an anti-plagiarism software package. Additionally, cheating is grounds for immediate, automatic expulsion.

***Honors Offering***

This course offers an Honors cohort, which allows students who want to pursue further study of the subject matter to complete an additional assignment and receive Honors; your transcript will include an Honors designation. If you are interested, see me by week two.

## Assignments

We will cover five major units in class. Most units will consist of the same pattern of activities:

- Lecture/discussion
- Major deliverable
- Skills practice

Your graded assignments by unit will be as follows:

Unit	Assignments
Listening/Feedback	• Active listening report
Characteristics of teams	• Group Activity
Facilitation and leadership	• Meeting agenda and ground rules • Minutes • Meeting preparation document • Self-review
Conflict, climate and cohesiveness	• Case study presentation
Critical decision making	• Informative presentation

### Additional Assignments

As a way to establish connection and comfort in class, you will be asked to complete the following introductory assignments:

- Show and tell
- Anxiety Management Plan

### Speaking Order

Each student and group is expected to present at his or her designated time. Severe grade penalties will be applied to anyone who does not present when he or she is expected.

### Quizzes

This course has no mid-term or final exams. However, you will be required to take three, non-cumulative quizzes. These quizzes may be multiple-choice or short answer they will cover information found in the reading and class conversation as well as lecture.

### Grade Break Down

Quizzes	90 points	3 quizzes at 30 points each
Anxiety Management Plan	5 points	
Show and Tell	5 points	
Self-review	10 points	
Active listening report	15 points	
Group Activity	15 points	
Informative Presentation	30 points	20 points for presentation, 5 points for outline, and 5 points for self-evaluation
Meeting Facilitation	35 points	20 points for facilitation, 5 points for agenda + ground rules, 5 points for minutes, 5 points for self-review
Case study	30 points	15 points shared among the group, 10 points for each individual, and 5 points for outline
Participation Points	60 points	<b>A+ = 100%; A = 99%-93%; A- = 92%-90%; B+ = 89%-88%; B = 87%-83%; B- = 82%-80%; C+ = 79%-78%; C = 77%-70%; D+ = 69%-68%; D = 67%-63%; D- = 62%-60%; F = 59% or less</b>
<b>Total</b>	<b>300 pts</b>	

\*\* I will round up to the .50%, but not for .49%

## Class Schedule

Date	Topics	Reading	Assignment (Due Date)
Jan 10	Welcome and Orientation Overview of communication and teams		Print out material from web site <a href="http://faculty.deanza.edu/abrahams matt">http://faculty.deanza.edu/abrahams matt</a>  Show and Tell (1/12)
Jan 12	Ground rules Class ground rules <b>Show and Tell</b>		
Jan 17	Listening Skills practice: Feedback <b>3 Things in Common</b>		Active listening report (1/19)
Jan 19	Characteristics of groups <b>Active listening</b>		Group Activity (1/26)
Jan 24	Group Activity		
Jan 26	<b>Quiz #1</b> <b>Self-review</b> <b>Group Activity</b> Case studies handed out	SUFO 1 & 2	<b>Case Studies (2/14 or 2/16)</b> <b>Case Study Outlines (2/7)</b>
Jan 31	Delivering and Organizing Group presentations Case study time	SUFO 3-5	<b>Anxiety Management Plan (2/2)</b>
Feb 2	Speaking anxiety Meeting Facilitation Part 1 -Topics and demo Case study time <b>Anxiety Management Plan</b>	SUFO App B & C	<b>Meeting Facilitations (2/28 or 3/1)</b> <b>Meeting Agendas + Ground Rules (2/28)</b>
Feb 7	Meeting Facilitation Part 2 + Leadership <b>Case Study Outlines</b> Case study time		
Feb 9	Conflict, climate and cohesiveness Facilitation preparation time		
Feb 14	<b>Case Study Presentations/Facilitation Meetings</b>		
Feb 16	<b>Case Study Presentations/Facilitation Meetings</b>		
Feb 21	<b>NO CLASS</b>		
Feb 23	Facilitation preparation time <b>Quiz #2</b>		
Feb 28	<b>Meeting Facilitations</b> <b>Collect Agendas + Ground Rules</b>		<b>Meeting Minutes &amp; Self-reviews (3/6)</b>
Mar 1	<b>Meeting Facilitations</b> <b>Collect Agendas + Ground Rules</b>		<b>Informative Preso &amp; Self-Review (3/20)</b> <b>Informative Presentation Outline (3/15)</b>
Mar 6	<b>Meeting Facilitation Minutes &amp; Self-reviews</b> Critical Decision Making, part 1 Informative presentations assigned		
Mar 8	Critical Decision Making, part 2 Informative presentation work time		
Mar 13	Cults Informative presentation work time		
Mar 15	<b>Informative Presentations</b> <b>Informative Presentation Outline</b>		
Mar 20	<b>Quiz #3</b> <b>Informative Presentation Self-Review</b>		