TEAMS AND GROUP DYNAMICS
SPRING SEMESTER 2015 COURSE SYLLABUS

Preliminary Syllabus 1/2/15

Instructor: Russ Watts
ww39@georgetown.edu

Offered:
  • Saturday, January 17th, 10am – 12noon (2hrs)
    (Blackboard webinar. Login information to follow)
  • Saturday & Sunday, March 28th – 29th, 10am-6pm (16hrs)
    (at the 640 Massachusetts Ave Campus)
  • Saturday & Sunday, April 11th & 12th
    departing Georgetown University Main Campus (24hrs)
    at 8am Saturday, returning by 8pm on Sunday. We will be
    spending the weekend in Ohiopyle, PA. Transportation is
    included.
  • Saturday April 18th, 10am – 12noon (2hrs)
    (Blackboard webinar. Login information to follow)

COURSE CONTENT

Overview:
The “Teams and Group Dynamics” course will cover collaboration,
teamwork, and group cohesion, which are crucial elements of
organizations. This course will also focus on high performance teams and
what makes them work. During these sessions, we will cover the stages of
team development, building a cohesive group, the development of group
norms, barriers to effective teamwork, and group decision-making
dynamics. Students will have a chance to not only read, write, and discuss
group dynamics, but will also experience first hand the makings of an
effective group and team. The skills learned in this class are transferable to
any industry, any level of management and will help students understand
and appreciate their role in every team they will be part of.

Learning Objectives:
After completing this course, students should be able to:
  1. Identify the stages of team development.
  2. Describe what a High Performing Organization (HPO) is.
  3. Understand Tuckman’s group forming, storming, norming,
     performing, and adjourning stages.
4. Identify what drives and directs them as leaders depending on the situational needs of the team.
5. Know how to create SMART goals.
6. Create a current leadership vision for themselves using values, norms, goals and roles of their team, team practices and knowledge of their resources.
7. Identify how to better collaborate and partner in the future.
8. Define how “servant leadership” can take them to the next level of performance and can help them become high performing team leaders.
9. Understand who were their influencers and what team leadership lessons they learned.
10. Create a vision for the next 4-7 years that can help the team evolve and become a more effective unit.
11. Evaluate teams based on their developmental stage, leadership style, and satisfaction.
12. Appreciate and learn from the complexities of outdoor group activities and the leadership lessons learned from doing them.

Required Readings:


Supplemental Readings:


Gostick, A., & Elton, C. (2012). All In: How the Best Managers Create a
Culture of Belief and Drive Big Results. New York: Free Press.


**GRADING SCALE**

-Undergraduate course grades include A, A-, B+, B, B-, C+, C, C-, D+, D, & F.

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**COURSE GRADE**

<table>
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<tr>
<td>Journal Entries</td>
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<td>Reflection Paper</td>
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<tr>
<td>Group Project</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
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**Journal Entries:**

-The **first journal entry** will be a minimum of two pages and a maximum of four pages. The entry will discuss the following questions: What was the greatest team you were part of? What was your role on that team? What did the leader do to help create the team achievements? Using Tuckman’s group development model, describe what phase your group was in? How did you progress through these phases? What was your team’s developmental stage, leadership style, and level of member satisfaction? What leadership lessons did you learn?
The **second journal entry** will be a minimum of two pages and a maximum of four pages. The entry will discuss the following questions: What team are you currently part of that you can build a strategic plan for? Create a vision for the next 4-7 years that brings your team to the next level of performance, connection, satisfaction, and support. What is the end result? What steps need to be taken to get there? If you were the consultant, what would you recommend the manager/leader/owner do to achieve this vision? Create SMART goals for your team.

The **third journal entry** will be a minimum of two pages and a maximum of four pages. The entry will discuss the following questions: As a leader, what learning expectations are you setting for yourself on the April 11/12th weekend? Which of Tuckman’s stages do you expect to experience and when on the outdoor weekend? What leadership lessons do you hope to learn? What situational leadership roles would you like to play during each team activity? What servant leadership themed intentions would you like to make during the weekend expedition that will include transportation, river rafting, community meals, a hike, and more?

The **fourth journal entry** will be a minimum of two pages and a maximum of four pages. The entry will discuss the following questions: Reflect on your expectations and intentions from your third journal. What happened to your intentions? What elements helped or hindered your success? How did you help your team achieve different stages of team development? What styles of leadership did you observe in yourself? What kind of leadership worked for you and when? Did collaboration and partnering help your team?

**Reflection Paper:**

The reflection paper should be at least seven pages in length. A minimum of three sources should be used (different from the assigned readings), and a Works Cited page must be included. The following questions should be answered: Who are you as a leader? What are your strengths and weaknesses? Where do you want to go with your leadership talents and knowledge? What group do you want to create or be part of? What will your team be like and how will you perform your duties? What elements of servant leadership will help your team? What will make your team into a High Performing Organization? Describe in detail, the necessary steps you will need to take to create this exceptional team over a 5-10 year window. For your first two years, you as a leader and your team should have quarterly goals. What barriers to success will you face?
Group Project:
For the group project (2-3 people/group) students will analyze one of the supplemental readings. Students will create a 10 minute creative presentation (theatre/skit, panel discussion, movie, etc.) that covers the main elements of this book. The group will also facilitate a 5-15 minute Q & A following the presentation.

Class Participation:
Class participation is an essential part of the learning process in this course. Students will be evaluated on their contributions and participation in activities and discussions. Students will spend time both in the classroom and outdoors; their engagement, curiosity, and desire to learn in both environments will be considered. Positive contributions may be similar to one of the following:
- Offer a unique and relevant insight to an issue or situation;
- Generate discussion with a meaningful and honest appreciation of the concept, experience, or prior comment; and
- Include references to assigned readings.

Late Work Policy:
If students don’t have their assignment printed out or turned in by the start of the class meeting (or assigned deadline), half of a full letter grade will be subtracted from their assignment grade. If their assignment is a day late, a full letter grade will be subtracted from their assignment grade. If their assignment is one week late, two full letter grades will be subtracted from their assignment grade (two weeks late, 3 full letter grades; three weeks late, 4 full letter grades). No assignments will be accepted three weeks post assignment due date.

Attendance Policy:
Students’ attendance will affect their participation grade and overall learning. Additionally, more than one absence (longer than 2 hours) will be grounds for failure in this course.

Class Calendar
- Saturday, January 17th, 10am – 12noon
  (Blackboard webinar. Login information to follow)
- Saturday & Sunday, March 28th – 29th, 10am-6pm
  (at the 640 Massachusetts Ave Campus)
- Saturday & Sunday, April 11th & 12th
departing Georgetown University Main Campus at 8am Saturday, returning by 8pm on Sunday. We will be spending the weekend in Ohiopyle, PA. Transportation is included.

Review all readings January 16th Prep for class meeting
Journal 1 due January 20th (Email to Prof. Watts and send to Blackboard Assignment page)
Journal 2 due February 25th (Email to Prof. Watts and send to Blackboard Assignment page)
Journal 3 due April 8th (Email to Prof. Watts and send to Blackboard Assignment page)
Group Project due April 11th on weekend trip
Journal 4 due April 15th (same as other projects)
Reflection Paper due April 28th (same as other projects)

Students with Disabilities Policy
- Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note taker, books on tape, extended time on tests, and interpreting services among others. Students must present Russ Watts with an official letter from the Academic Resource Center listing the exact accommodations needed.
- Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; http://ldss.georgetown.edu/index.cfm) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Georgetown Honor System
- We expect all students within SCS to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include,
but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred.

- Submitting materials in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

  *In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System; to be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

**Classroom and Outdoor Etiquette**

- Students should turn off all cell phones, pagers, or other communication devices while in class and outdoors. No communicating via computer with others: no emailing, chatting, instant messaging, etc.

  Class discussions should be respectful and considerate of others’ views and opinions.

**Policy Accommodating Students’ Religious Observances**

- Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes. The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students. The Provost and the Main Campus Executive Faculty encourage faculty to accommodate students whose bona fide religious observances in other ways impede normal participation in a course. Students who cannot be accommodated should discuss the matter with the Associate Dean for the B.A.L.S. program.

**Instructional Continuity**

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university’s Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings.
The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

University Resources
- Georgetown University Writing Center (Lauinger Library, 217A; 202-687-4246; http://writingcenter.georgetown.edu/)
- Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; http://ldss.georgetown.edu/)
- Counseling and Psychiatric Services (One Darnall Hall; 202-687-6985; http://caps.georgetown.edu/)

*This document is subject to revision. Last revised on 1/2/15.