LINCOLN UNIVERSITY COURSE OUTLINE

Course Number: BA 486

(DBA Special Topics in Business Administration)

Special Topic Course Title: Advanced Small Group Dynamics

Start Date: January 20, 2016   End Date: May 4, 2016

(4 units, 45 hours of lecture + 45 hours of self-study research)

Wednesday, 15:30-18:15 (3:30 PM to 6:15 PM)

Special Topic Description for this Specific Course:

Students will learn advanced management practices, methods, and approaches for developing and increasing the productivity of small groups in the workplace. To do this, students will learn strategies for selecting, training, and managing group members; and have practice applying these methods and techniques in small group simulations and case studies. Students will also learn how to develop effective trusting interpersonal relationships between group members, and how positive and dysfunctional relationships affect group performance. Students will also be exposed to qualitative and quantitative research methods for studying small groups in organizations. Pre-requisite: BA 320.

LU Catalog Description for BA 486: DBA SPECIAL TOPICS IN BUSINESS ADMINISTRATION
This course offers topics of specialized interest, including case studies and independent research in both Finance and Investments and Human Resources Management concentrations. Topics vary; so students may include this in a customized concentration. This course may substitute for a concentration only once with the permission of the Program Director. (4 units) *Prerequisite: Instructor's permission*

Learning Objectives:

1. Students will gain an understanding of the guiding principles and concepts of small group dynamics (traditional, agile, social network/messaging/texting/blogging, virtual, etc.).
2. Students will analyze case studies relating to group dynamics, and offer approaches to improving group performance.
3. Students will participate in small group simulations and role-playing exercises that allow students to apply the concepts, theories, and approaches they've learned from both leadership and followership roles.
4. Students will learn how to design, conduct, and analyze research projects that study small group dynamics.

Required Textbook:

Levi, D.

2014   Group Dynamics for Teams, 4th edition. Sage Publications, Inc., Thousand Oaks, and CA. ISBN 10: 978-1-4129-9953-3.

Required Questionnaire Completion:

One of the tools I use in my organization development consulting practice for improving small group organization, performance, and leadership is the Strengths Finder 2.0 assessment available through the Gallup organization. I have incorporated this useful tool into our coursework. You can do this one of two ways. You can purchase the questionnaire as a stand alone or purchase Tom Rath's *Strengths Based Leadership* book (ISBN 978-1-59562-025-5). Purchase the book allows you to use a code to complete the instrument. In either case, the cost is approximately $15 USD.

- **If you have completed a Strengths Finder 2.0 assessment before, you do not need to complete a second one. You can use the results of the first one for this course.**

Supplemental Bibliography:

As a graduate student, you are on a journey to be recognized as a scholar. Part of this journey involves becoming a subject matter expert in your discipline. To do this, you need to immerse yourself in literature related to your discipline. During this seminar, you will develop a bibliography with leading approaches, best practices, and theories relating to small group development, performance, and leadership, which you can add to the DBA level Bibliography in this syllabus.

https://canvas.instructure.com
- Provide "lincolnucasf.edu" e-mail address at the beginning of class to be invited. When registering for the class on Canvas be sure to use your name as it appears on your LU course registration and not just your e-mail address. **You will need to physically change it from your e-mail to your name.** Those who only use their e-mail will not be recognized, nor added to the Canvas class roster. It is the student's responsibility to follow these directions. The Canvas website provides a "help" feature, customer support, and LU's computer lab staff can also be of assistance. **Lincoln does not have an institutional account so there is no code to provide for course registration.**
- Copies of the syllabus and assigned coursework will be posted on Canvas along with any updates or revisions.
- All business and role-playing cases will be posted here for download or printing.
- Canvas may function as a forum for class discussion as necessary.
- Canvas provides a calendar for course with important dates.
- Students can access their individual grades/point to date.
- Assignments and copies of assignments handed out in class will be posted in Canvas. E-mailed and printed assignments not posted in Canvas will not be accepted unless approved in advance by the instructor. Printed versions of the self-assessment exercises can be turned in during class or posted in canvas.

Smartphone, Tablet, Notebook Computer Technology:

Class sessions will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone. We will be using web-based sites such as: www.polleverywhere.com, www.goanimate.com, textnow or textplus, quizlet, padlet.com, etc.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class. However, you need to have your devices on vibrate or the volume turned down so that it will not distract the class. In addition, this does not mean you have permission to use your devices for things unrelated to this course. If you are checking texts/emails, watching videos, listening to music, etc., you will lose the privilege to use your device in class. If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Dean of Students for counseling.

Instructor

Dr. Mike Guerra
Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)
Lincoln University e-mail address: mguerra@lincolnuca.edu
Office Hours: Room 301, Wednesday (2:15 pm to 3:15 pm) by arrangement

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations including the Downtown Oakland Business Association. SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures. Have

evaluated graduate MBA business degree programs on behalf of ACICS for accreditation compliance.

Professional Academic Experience: Have taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions since 1998. I also taught courses online for eight years, and have been a guest lecturer in organization development and leadership at USF. In addition, I often help design or revise degreed educational programs for local colleges and universities.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE), International Association of Chiefs of Police (IACP), California Police Chiefs Association (CPCA), Police Executive Research Forum (PERF), University of San Francisco School of Management's International Institute for Criminal Justice Leadership Advisory Board.

Assistant to the Instructor (ATI):

Ms. Sonal Gill is my Assistant to the Instructor (ATI) for this course. She has completed her DBA concentration courses and has advanced to the dissertation phase at Lincoln. She has two master's degrees; specifically, a Master's Degree in Commerce with a concentration in management, and an MBA in General Business. Sonal also has corporate experience, and has taught corporate and Lincoln students how to use applications such as, Adobe Photoshop. She will be working under my direct supervision for this course, and functions as my representative. She will not be involved in evaluating or grading any coursework produced by students. She will be directly involved in record keeping (my Canvas grade book), and more importantly, assisting me with some of our class exercises, role-playing, demonstrations, case studies, and student presentations. Sonal's e-mail is: sgill@lincolnucasf.edu.

Assignments, Policies & Coursework:

Student Working Groups: For this advanced course in small group dynamics, small student learning groups are an essential part of the instructional design of this course. Consequently, group work is designed to simulate the challenges confronting group development and performance in different work environments. You will have the opportunity to work in different groups throughout the semester. On the first day of class, you will self-organize your first group. However, you will be moved to different groups during the course to simulate a real-world work environment. So far, the plan is to organize groups by a combination of letters, numbers, and colors. For example: "A, 1, Blue."

Group Assignments: When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.

Individual Reflection Journal: For this course, you are required to maintain an active reflection journal. As a homework assignment following each class session, in not more than 300-350 words, you will reflect on what we covered in class (lecture, videos, exercises, group-work), and what it means to you from an analytical point-of-view. For example, if the topic was conflict within groups, you might reflect that you saw this in practice within your own student group when discussing a group assignment. You would then associate how theories or approaches that covered this topic could be used to manage or improve group dynamics next time. To earn full credit for this assignment, you will need to provide more than a summary of what happened in the class session. Reflection means that you need to include some evidence of critical thinking.

In addition, for each chapter in the textbook, you will need to complete the "Team Leader's Challenge" exercise (for example, page 16). These exercises involve reading one to two paragraphs that describes a problem/issue experienced by a team leader. You will then have 1-3 short questions where you will have to apply what the chapter covers to resolve the issue.

Consequently, the journal entry for a specific class session will have two parts. One will be your reflection of what happened in class, and the second part will include your answers for the team leader exercise in the chapter.

Reflection journals will be checked three times during the semester. If you plan to maintain an electronic journal, you will be required to post it on Canvas on the day it is to be checked (24 hours). If you plan on maintaining a hard copy, you will need to turn in your journal at the beginning of class on the day that it is to be checked. Printed versions

will be checked during class and returned to you by the end of the class session so you can maintain continuity.

The coursework for this class involves different types of assignments. Consequently, it should be helpful to you if an overview of the course work is outlined in the below table:

Assignment	Frequency	Individual or Group?	Letter Grade or Full/Partial Point Credit	Where to Submit?
Syllabus Confirmation and Understanding Assignment	Once	I	"0" or Full Point CR	Canvas
Individual: Reflection Journal (Posted on Canvas 3x during the semester)	3x	I	"0" or Full Point CR	Canvas
Individual: Strengths Finder 2.0 Instrument & Demographic Sheet	1x	I	"0" or Full Point CR	Submit Printout In-Class
Individual: EQ Workbook	1x	I	"0" or Full Point CR	Submit Printout In-Class
Individual: Team based exercises	4x	I	"0" or Full/Partial CR	Print and submit in-class or Canvas
Individual: Self & Team Profile Exercises	7x	I	"0" or Full/Partial CR	Print and submit in-class or Canvas
Individual: Effective Team Exercises & Assessments	10x	I	"0" or Full/Partial CR	Print and submit in-class or Canvas
Group Role Playing Exercises (x3)	3x	G	"0" or Full/Partial CR	Group Role-Play is In-Class and this assignment cannot be made-up. If you are absent, you will receive 0 points.
Individual Business Case Analysis	3x	I	Letter Grade	Print and submit in-class or Canvas
Virtual Meeting Training Session	1x	G	Letter Grade	In-Class Presentation and Written Expanded Training Outline.

Category	Percent	Point(s)
Individual: Syllabus Understanding & Acknowledgement	.05%	.50
Individual: Reflection Journal (3x Checks and each check is worth 8.33 points (CR-NC)	25%	25
Individual: Strengths Finder 2.0 Instrument	5%	5
Individual: EQ Workbook	5%	5
Individual Team Based Exercises (4x 1 point each)	4%	4
Individual: Self & Team Profile Exercises (7x 1 point each)	7%	7
Individual: Effective Team Exercises & Assessments (10x 1 point each)	10%	10
Group Role Playing Exercises (3x 5 points each)	15%	15
Group Virtual Team Training Session	15%	15
Individual: Peer Reviewed Journal Article Review and Critique	13.5%	13.5
	100%	**100**

Prepared by: Dr. M. Guerra 1/10/2016

Grading

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks: "What do I need to do to earn an 'A' grade?" This question can be answered in this class. Also, if you have questions concerning a grade you received for a particular assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade.

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an "A" paper. The analysis, argument, or approach is not as well researched and supported as in an "A" paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the "A" or "A-"categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student.   A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the "B+" category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the "B" grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the "B-" grade level above.

C = Average performance for a graduate student.   An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis,

argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student.   Work is not acceptable and/or timely.   Academic credit is not earned. Performance borders on plagiarism.

List of Exercises/Profiles/Effective Teams Instruments (Copies available on Canvas under forms):

Exercises:
Ex. 4-Giving Feedback (page 297-298)
Ex. 10-Team Values (pp. 321-323)
Ex. 11-Team Diagnosis and Intervention (pp. 324-326)
Ex. 12-Team Facilitation (pp.327-329)

Profiles:
#1 Team Player Competency Profile (p11)
#2 Team Leaders Assessment (TLA)(p. 15)
#3 Self-Directed Team Coach (p. 21)
#4 Being Accountable (p. 25)
#5 Team Member Listening Profile (p. 31)
#7 Ten-Minute Team Member Check-Up (p. 47)
#8 Cross-Functional Team Conflict Survey (p. 55)

Effective teams:
#9 High Performance Profile (p. 65)
#11 Customer Perceptions Survey: A Team Feedback Instrument (p. 77)
#13 Team Humor Quotient (p. 91)
#14 Virtual Team Assessment (p. 97)
#15 Self-Management Success Factors (p. 101)
#16 Quick Team Check (p. 107)
#17 Team Trouble Ticket (p. 113)
#18 Team Meeting Assessment (p. 117)
#19 Team Success Survey (p. 131)
#20 Survey of Cross-Functional Teamwork (p. 143)

Description of Assignments:

1) **Strengths Finder 2.0 Instrument:** As mentioned above, you will need to complete an individual instrument by the start of the second class session. There are two parts to this exercise. First, the results of the questionnaire can be used for your personal and professional development. Second, your individual results will be used to facilitate your student group development and performance. This is a tool that is used professionally in many organizations throughout the world. Bring a printed completed instrument that is approximately 15-20 pages to class so you can share your top five strengths with your fellow group members. To get course credit for this

assignment, post on Canvas the summary sheet (not the whole report) that shows your name and top five strengths with the Gallup logo along with your demographic data sheet (the data sheet is available in canvas under "files."

2) **Emotional Intelligence Workbook (EQW):** You can print a copy of the workbook located in the "files" section of Canvas. You will need to complete this workbook by the second class session and bring a completed copy of the workbook to the second class session. The completed workbooks will be collected at this class, given course credit, and returned to you by the end of this class session.

3) **Team Member Profiles (TMP):** In the first two class sessions, you will have time to complete several team member profiles.

4) **Day One Company Name & Logo Exercise:** After student groups are organized in the first class session, students in each group will work together in class to create a company name and logo for a business organization that provides products or services to one or more industries. The group will prepare a short introduction (1-2 minutes) of their company for the class and deliver this introduction in class session #2. If the group is unable to complete this assignment in class, it will be completed as a homework assignment. The group does not have to turn in the name and logo; however, this exercise provides the first opportunity for refection in your reflection journal concerning the interaction between group members.

5) **Virtual Team Communication & Training Exercise:** As you have learned in your studies, effective employee training and organizational development (not organization development, which is a separate discipline) are key performance indicators for modern managers. Consequently, each group will design and deliver training on a group development topic to another group in a live virtual meeting environment comparable to what we use in business today (Go-to-meeting, Webinars, etc.). To make it a useful learning experience, the class will be introduced to instructional design, methodology, and facilitation techniques for virtual training, and will spend some time in-class developing some degree of proficiency. Each student group can select their training topic, but it cannot be repeated by another group. The group will design and deliver the training to another group in the defined time period (TBD depending on class size). Both groups will assess the effectiveness of the training, which will be used as part of my grading process for this exercise. This exercise will require each student group to spend time in and outside of class (Homework) before their presentation. Grading for this assignment involves: The design and quality of the training, the degree of effectiveness in the delivery or training, and evaluation of the training by the trainees.

6) **Critiquing Research Articles on Small Group Dynamics in Journals:** Part of the instruction for this class will be to learn how to critique and analyze published peer-reviewed journal articles concerning small groups in the workplace in journals listed in Cabell's Directories, which are available to you through the LU library. After

learning what to look for and how to analyze published research studies, you will be tasked with selecting and analyzing a published study from one of the Cabell's Directories in a 500-750 word paper. The format for this analysis will be posted on our Canvas site in the folders section.

7) **Analyzing Business Case Studies:** During this class, you will individually analyze the following business cases in 500-750 words:
1. Learning Team Drama in One Act.
2. Charles Pratt and First Nations University.
3. Sold—to the Highest Bidder in Japan: Operational Challenges and Culture.
4. Team Dynamics at Initech.
5. Teamwork Turmoil (5 Dysfunctions of a Team)

8) **In-Class Group Role-Playing Exercises:** There will be three business case role-playing exercises, which will be available in the files section on Canvas. The three cases we will be using are:
1. Gentlemen's Furniture
2. Managing Virtual Teams
3. Managing Teams From a Distance: Making the Most of Virtual Meetings.

9) **Class Participation:** Individual student participation is critical to our classroom-learning environment. This includes having your hardcopy or digital copy of your required textbook in class with you. Many of the in-class exercises are drawn directly from pages within your textbook. For this course, your class participation will be evaluated by demonstrating that you have your printed or digital copy of your textbook in class. During this course, you will be asked three times to present evidence that you have your textbook in class. Those times/class sessions will vary for students so not everyone will be checked on the same day. If you demonstrate that you have your textbook with you in class two out of three times, you will earn 2.5 points for each check for a total of 5 points. If you demonstrate that you have your textbook three out of three times, you will earn 5 regular points, and 2.5 extra credit points.

10) **Reading Assignments: Please refer to the course schedule at the end of this syllabus.** When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all of the material within the assigned textbook chapters so if there is a concept that you are having trouble understanding, please raises the issue during our class.

11) **Self-Assessment Exercises:** Completed exercises on the day they are due will receive 100% of the point value. They will not be graded on an A-F scale. Instead, they will be graded on the degree of completeness. If the assignment was completed 100%, full points will be awarded. If the assignment is incomplete, the assignment will receive either 25%, 50%, or 75% of the points depending on the degree of completeness. Late

assignments will be accepted with a deduction in points for being late. Self-assessment exercise can be submitted in print form or digitally through Canvas.

12) In-Class Group Mini-Case Role-Playing Scenario Presentation and Group Reflection Paper: The group will be required to read the case scenario before our class session for their exercise, prepare for their role-playing presentation, and present their case to the class. Following the group's presentation, each member of the group will prepare and submit a 250-350 word paper reflecting on what he/she individually learned from their experience. This assignment is due one week after their presentation.

13) Individual Homework Assignments: Individual homework assignments are indicated on the schedule along with their due dates. Please pay attention that the numbering system for the self-assessments are the same as the homework numbering system. I have separated these types of assignments into to bullet-point entries. In addition, the homework assignments indicate the corresponding page number in the textbook. The grading for these assignments is according to the "A-F" grading criteria indicated in this syllabus. Please post these assignments using Canvas.

14) Syllabus Confirmation and Understanding Agreement: The syllabus can be downloaded from the LU website, and is available on Canvas. Once you are able to register your e-mail with Canvas, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me. Once you have completed the assignment, complete the assignment submission on Canvas by posting a message that you have read and understand the syllabus.

Assignments must have: The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions without these items will not be counted and you <u>must</u> use your lincolnucasf account for electronic submissions.

Late Assignment Policy: Individual Late Assignment Policy: Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.

If you register for the class late, you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment.

This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.

Schedule and Session Topics:

Session	Topic
1 (Jan 20)	• Introduction to the course. • In-Class Individual Assessments (Except for the Strengths Based Leadership Inventory, I will provide copies of the other two): 1. Emotional Intelligence Appraisal 2. Strengths Based Leadership Inventory (Available with purchase of Tom Rath Book and/or purchase from the website [Inventory only]). 3. Adult Learning Preferences Profile 4. How to run a meeting.
2 (Jan 27)	Characteristics of Teams/Understanding Teams
2 (Feb 10)	Group Circumstances & Structure
3 (Feb 17)	Defining Team Success and Team Beginnings
4 (Feb 24)	Qualitative and Quantitative methods for conducting small group research in organizations
5 (Mar 2)	Understanding the Basic Team Processes
6 (Mar 9)	Team Cooperation & Competition
7 (Mar 23)	Communication Processes (Language, behavior, self-disclosure, and interaction roles in small group settings)
8 (Mar 30)	Issues Teams Face (Nature of Team Conflict, Virtual Teams, Conflict Resolution Processes)
9 (Apr 6)	Leadership and Followership in Groups, Power & Social Influence Processes
10 (Apr 13)	Decision-Making Processes (Value of Group Decision-Making, Approaches, Problems [Groupthink], Nominal Group Technique, Delphi, Ringi)
11 (Apr 20)	Creativity & Diversity

12 (Apr 27)	Team, Organizational, and International Culture (International differences in teamwork, Creating Effective Transnational teams), Team Stewardship
13 (May 4)	Virtual Teamwork (Communication Technologies, Communication Impacts, Team Impacts, Selecting the Right Technology, Challenges for Virtual Teams)
14	Evaluating & Rewarding Teams
15	Team Building & Team Training

<u>Supplemental Bibliography for DBA Students</u>

Sibbet, D.

2010   Visual Meetings: How Graphics, Sticky Notes & Idea Mapping Can Transform Group Productivity. John Wiley & Sons, Inc., Hoboken, NJ. ISBN: 978-0-470-60178-5.

Sibbet, D.

2011   Visual Teams: How Graphic Tools For Commitment, Innovation, and High Performance. John Wiley & Sons, Inc., Hoboken, NJ. ISBN: 978-1-118-07743-6.

Habermas, J.

1979   Communication and the Evolution of Society. Beacon Press, Boston, MA. ISBN: 0-8070-1513-X.

Titscher, S., Meyer, M., Wodak, R., Vetter, E.

2000   Methods of Text and Discourse Analysis. Sage Publications, Inc., Thousand Oaks, CA. ISBN: 0-7619-6483-5.

Habermas, J.

1996   Moral Consciousness and Communicative Action. Massachusetts Institute of Technology Press, Cambridge, MA. ISBN: 0-262-38118-3 .

Ricouer, P.

1994   Oneself as Another. The University of Chicago Press, Chicago, IL.
        ISBN: 0-226-71329-6.

Classroom Management:

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) Assignments that do not require team participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent.

(3) Due to the nature of this advanced course that focuses on small group dynamics, students will organized into learning groups in the first class session, and will begin the group development process on the first day. By the third class session, the groups will be far enough along in their development and coursework so adding additional students to existing groups will cause significant disruption to the learning process. Consequently, students who miss the first two class sessions will be dropped unless there are enough absent students to form a new 3-5 member student group by the third class session. Students not in an assigned student group as of the third class session will be dropped from the class.

Attendance:

Attendance will be taken within the first 10 minutes of class, and those not present will be marked absent. If you have a valid excuse for being late, please contact the instructor. Valid excuses include: Significant BART and freeway traffic delays, traffic accidents, emergency medical and dental needs. Normal commuter delays of 5-20 minutes are not significant, nor excusable, and you should plan ahead for these routine occurrences.

Plagiarism Policy:

Copying word-for-word from the textbook or from any other source without correctly reference the source is plagiarism. If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment

will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be "0." If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.