

FACILITATION & TEAM DEVELOPMENT – PUAD 652 – Fall 2011

<u>Professor:</u>	Jason A. Wolf, Ph.D.	<u>Class Schedule:</u>	September 10-11, 10-5
<u>Office Hours:</u>	By appointment		October 1-2, 10-5
<u>Phone:</u>	202.650.7491		October 22-23, 10-5
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COURSE DESCRIPTION

Strategies from the behavioral sciences that are used to improve the effectiveness of individuals, teams, and organizations. Includes data collection and feedback, group process observation, team building, conflict management, and professional issues. (From University Catalogue)

Extensive research and writing has been focused on the idea of teams in the workplace. The concept has been identified as critical to overall organization performance and has been dissected from every angle to understand its stages of development, challenges and most effective applications. As leaders/future leaders of public and/or private institutions, you have a critical responsibility to understand the intricacies of teams and the facilitation of team processes, as well as have an awareness of the impact they can have on the success of your organization. This course will lead you on an exploration of the team process, through both experience and analysis, and prepare you to be a stronger leader of teams you encounter. As in any Masters level course, we will attempt to link theory with practice, recognizing that your greatest learning will come from the application of knowledge both during and after the learning experience. I will challenge you to reflect on and consider how this learning shows up for you in life outside the classroom and to constantly look for ways to turn these ideas into action.

COURSE OBJECTIVES

- Understand the basic framework of group and team development.
- Identify challenges and understand the implications of team processes in your work environment.
- Identify ways to apply the concepts of team development and facilitation to organizational settings.
- Determine your role as a leader of teams and potential intervener in the processes of the organizations you serve.

COURSE EXPECTATIONS

There are central expectations in any Masters level course that are critical to our learning process:

- All students should be prepared to discuss the readings for the weekend and in particular to engage your peers with your assigned conversation starter (see below for further details on this assignment)
- Assignments are due as specified, late papers will not be accepted unless there are extenuating circumstances and with prior approval. *Papers turned in late without prior approval will lose one point for each day past due.*
- As a course on teams your participation on a learning team will be central to the experience. On the first weekend you will generate a team charter and you will also evaluate your team on its performance as part of the feedback process during group presentations. Group presentation grades will be the same for all members of the team.
- Be open to new ideas and be willing to challenge current thinking...and of course have fun.

COURSE MATERIALS

Katzenbach, J.R. and Smith, D.K., (2003), *The Wisdom of Teams: Creating the High-Performance Organization*. New York: Harper Business Essentials

Dyer, W.G. et al., (2007), *Team Building: Proven Strategies for Improving Team Performance*. San Francisco: Jossey-Bass

Selection of articles found on Blackboard (see below for article information and assignments based on weekend)

Additional Recommended Resources

Schwarz, R.M., (1994), *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*. San Francisco: Jossey-Bass

Hackman, J.R., (2002), *Leading Teams: Setting the Stage for Great Performances*. Boston: Harvard Business Press

LEARNING METHODS

As a course on team development and facilitation, it is critical to understand that each individual brings his or her own style of learning and behavior to groups. Through this course we will explore the link of individual skills, team growth and organization development in building effective and strong organizations. The course is designed as a journey from foundations, to exploration and finally to application. It will be based on a variety of interactive processes and shared learning experiences. Participants will draw on individual reflection, team presentations, and group activities mixed with lecture/discussion, case studies, and experiential exercises.

COURSE REQUIREMENTS, EVALUATION & DUE DATES

Learners will be evaluated on the major components of the course which include:

<u>Assignment</u>	<u>Due</u>	<u>Weight</u>
▪ Article presentation(s) and dialogue facilitation	Weekend II	20%
▪ Team presentation/project	Weekend III	25%
▪ Final Course paper and learning journal	November 7	35%
▪ Class participation and conversation starter		20%

What is a conversation starter? Each student will be assigned at least one reading in which they are to provide a conversation starter. This is a 2-3 paragraph provocative statement discussing key points of interest for your assigned section. You might include direct quotes or specific points raised by the author, questions raised for you from the reading, examples from your experiences to support or contradict what you read, and ultimately offer a key question or idea about which you would like to engage your peers in dialogue. A list of conversation starter assignments can be found below.

Presentation/paper guidelines are also included below.

COURSE SCHEDULE & ASSIGNMENTS

Weekend I – Basics of Team Development

Reading

Bennis, W.G. and Shepard, H.A. (1956). A Theory of Group Development, *Human Relations*, 9, 415.

Tuckman, B. W. (1965). Developmental Sequence in Small Groups. *Psychological Bulletin*, 63(6), 384.

Montebello, Anthony R, & Buzzotta, Victor R. (1993). Work teams that work. *Training & Development*, 47(3), 59.

Katzenbach and Smith – Parts I and II (Chapters 1-8)

Dyer et al. – Part I (Chapters 1-6)

Weekend II – Team Issues and Facilitation

Reading

Dyer et al. – Part II-IV (Chapters 7-13)

Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). How Management Teams Can Have A Good Fight. *Harvard Business Review*, 75(4), 77-85. -- PRESENTATION BY TEAM A

Mannix, E., & Neale, M. A. (2005). What Differences Make a Difference? *Psychological Science in the Public Interest*, 6(2), 31-55. -- PRESENTATION BY TEAM B

Maznevski, M. L., & Chudoba, K. M. (2000). Bridging Space over Time: Global Virtual Team Dynamics and Effectiveness. *Organization Science*, 11(5), 473-492. -- PRESENTATION BY TEAM C

Athanasaw, Y. (2003). Team Characteristics and Team Member Knowledge, Skills, and Ability Relationships to the Effectiveness of Cross-Functional Teams in the Public Sector. *International Journal of Public Administration*, 26(10/11), 1165. -- PRESENTATION BY TEAM D

Foldy, E. (2004). Learning from Diversity: A Theoretical Exploration. *Public Administration Review*, 64(5), 529-538. -- PRESENTATION BY TEAM E

Schwarz – Chapters 1, 12-13 (Should be available on Blackboard prior to start of class)

Blake, R. R., & Mouton, J. S. (1984). Overcoming group warfare. *Harvard Business Review*, 62(6), 98.

Kahn, W. A. (2004). Facilitating and Undermining Organizational Change. *Journal of Applied Behavioral Science*, 40(1), 7-30.

Weekend II Assignment

Article Presentation and Dialogue Facilitation

- Each class team will be responsible for presenting an overview of the key concepts contained in their assigned articles and leading a dialog with class members on the content.
- Presentation requirements/guidelines:
 - Presentations and the follow-up dialog should take about 45-50 minutes.
 - Your presentations (again feel free to be creative) should delve into the following:
 - Understanding: What are the key themes of the article? What is the author(s) trying to convey? Summarize and highlight these areas so we have an understanding of your article.
 - Inquiry: What questions does this raise for you? What parts of the article (if any) do you support? With what parts do you disagree? (What do you see as its strengths & weaknesses?)
 - Reflection: How would this apply to an organization you have worked in or with (or if no example, how can you see this applying to organizations today?)
 - Research: What topics/issues does the article motivate you to want to investigate further?
 - Dialog: What questions would you propose to the class to generate discussion on the topic?
- Please note that having assigned facilitators does *not* remove the responsibility for others to also be prepared to discuss the readings. We are all responsible for the value gained through our discussion.

Weekend III

Reading

Hackman, R. J., & Wageman, R. (2005). When and How Team Leaders Matter. *Research in Organizational Behavior*, 26, 37-74.

Boss, R. W. (2000). Is the Leader Really Necessary? The Longitudinal Results of Leader Absence in Team Building. *Public Administration Quarterly*, 23(4), 471-486.

Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. (2002). A Longitudinal Model of the Effects of Team Leadership and Group Potency on Group Performance. *Group & Organization Management*, 27(1), 66.

Weekend III Assignment

Group Presentation

Each team will be responsible for a presentation to the class on a proposed Team Development Intervention Process. The presentation should be 45 minutes in length with time for Q&A built in.

Scenario: You are an internal team of leaders assigned to address a team development issue within your organization. You will determine the needs within the organization and propose an appropriate solution. Your presentation will be to the Senior Leaders and Board of our organization (played by your peers).

Preparation: Your team will identify a potential team issue within one of the organizations represented by members of the group. Your issue must be reviewed and approved by the end of Weekend II.

Content: In your presentation you should include the following:

- A background of the organization to which you are “consulting”; what it is, what it does and why this intervention is important to the organization
- A clear definition of the issue/challenge and why you think a team focused intervention would be the appropriate action
- A detailed explanation of the suggested process and implementation plan: what do you recommend as the course of action to address the issue/challenge? who will it impact?; what actions will be central to the intervention?; what supports will you need?; what roadblocks do you anticipate? – Walk us through the steps of the process so we are clear on what will happen and what to expect once underway
- What are the expected results, potential outcomes of your intervention process?

Make sure your plan aligns with the situation you are trying to address and that you are thorough in your analysis and planning. You should reference the key learning and readings from the class as well as additional sources to support your proposed actions and anticipated results.

Members of class should be ready to ask questions about the plan and engage the internal consulting team on the ideas they suggest. The presenting team should also come with a few critical questions it has about its own plan in order to engage the “board” and “senior leaders” in dialogue about the proposed plan.

Each group will be provided feedback from peers as well as evaluate themselves in the process.

Final Paper - Due MONDAY, NOVEMBER 7

An important part of the learning process beyond simply restating knowledge is the reflection on and application of the material learned. Using your new knowledge of teams, facilitation and team leadership, write a paper analyzing your team experience during the class. Tell me the story of your team and its development process: what were the milestones and transition points? what were the challenges?; what were the successes?; and what might you have done differently in leading this team based on what you learned? Based on your learning how will you be a different facilitator and leader of teams in situations you face today and in your future. Make sure you use (and cite as appropriate) segments of your learning journal to highlight and discuss certain points you are making.

As a Masters Level paper, you should appropriately cite literature both from our class reading and beyond to support your observations and point. Include at least 5-7 distinct references to show your understanding of the material and its application to your experiences.

Your paper should be 10-12 pages in length, with appropriate citations, double-spaced and in Microsoft Word or similar format (no PDFS).

Learning Journal (Attach as appendix to your final paper)

A learning journal is a means for you to keep track of your journey, highlighting key lessons learned, questions raised, and insights gained. There is no required format or length, but it should include specific thoughts related to your team experience throughout the extent o the course and how you see the learning being applied in your work environment. It will also serve as the foundation of thoughts for and will be evaluated in conjunction with your final paper.

GRADING

Assignments will be graded up to the maximum number of points allotted (e.g. 20% = 20 points). When your final paper is returned you will receive a score sheet showing your scores on each assignment and your final course grade. On group projects/presentations all members will receive the same grade. Final grades will be determined on the following scale (numbers equate to total points accumulated):

100-95	A	89-87	B+	79-70	C
94-90	A-	86-84	B	< 70	F
		83-80	B-		

Grading templates for both presentation assignments will be provided on the course Blackboard site and review on the first class weekend. The final paper will be evaluated based on its clarity, depth of reflection and thoughtfulness, application of learning from the course and use of appropriate sources.

See the American University Handbook for the policy on incomplete grades.

REVISIONS TO SYLLABUS

I reserve the right to alter the syllabus as class situation or other circumstances dictate.

UNIVERSITY POLICY AND NOTICES

Academic Integrity

Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

CONVERSATION STARTER ASSIGNMENTS

READING/ARTICLE	CONVERSATION STARTER**
Weekend I	
Bennis, W.G. and Shepard, H.A. (1956). A Theory of Group Development, <i>Human Relations</i> , 9, 415.	Bennett, Holly Yang, Zifei
Tuckman, B. W. (1965). Developmental Sequence in Small Groups. <i>Psychological Bulletin</i> , 63(6), 384.	Berkebile, Lauren Yaeger, Julian
Montebello, Anthony R, & Buzzotta, Victor R. (1993). Work teams that work. <i>Training & Development</i> , 47(3), 59.	Bickel, Andrew Wu, Qiandan
Katzenbach and Smith – Parts I and II (Chapters 1-8)	Breniser, Amanda Chidester, Kimberly Tudae-Torboh, Edith
Dyer et al. – Part I (Chapters 1-6)	Frazier, Anthony Talev, Caroline Thames, Elizabeth
Weekend II	
Dyer et al. – Part II-IV (Chapters 7-13)	Cao, Yuan Harrington, Kaitlyn Sweeney, Eva
Blake, R. R., & Mouton, J. S. (1984). Overcoming group warfare. <i>Harvard Business Review</i> , 62(6), 98.	Kurtova, Svetlana Siegel, Nicole
Kahn, W. A. (2004). Facilitating and Undermining Organizational Change. <i>Journal of Applied Behavioral Science</i> , 40(1), 7-30.	Lafontant, Sophia Rausch, Tracy
Weekend III	
Hackman, R. J., & Wageman, R. (2005). When and How Team Leaders Matter. <i>Research in Organizational Behavior</i> , 26, 37-74.	Leland, Jennifer Potts, Rebecca
Boss, R. W. (2000). Is the Leader Really Necessary? The Longitudinal Results of Leader Absence in Team Building. <i>Public Administration Quarterly</i> , 23(4), 471-486.	Monks, Matthew Pochettino, Michael
Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. (2002). A Longitudinal Model of the Effects of Team Leadership and Group Potency on Group Performance. <i>Group & Organization Management</i> , 27(1), 66.	O'Connor, Mary Pinuel, Eddie

**For conversation starters, each individual should prepare his or her own work.