

DEI612: Working in Teams I
University of Waterloo
Masters in Digital Experience Innovation
Fall Term 2011

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Office Hours: By appointment
Required Text: *Group Dynamics for Teams*, 2nd or 3rd edition, by Daniel Levi

Overview

Working in Teams is a 2-part course offered in the Fall and Winter terms. The course draws from the disciplines of Organizational Psychology, Communication, Social Psychology, Cultural Psychology, and Economics. In the course, you will learn to recognize individual work, communication, and decision making styles and how they combine in a team setting. We will examine the design, management, and leadership of teams, focusing on interpersonal processes and structural characteristics that influence team effectiveness.

In the fall term, the course will focus on self-examination, team development, and team planning. In the winter term, we will tackle the many hurdles teams face in the project implementation phase, including negotiation, decision making, conflict resolution, and interactions with the organization and external stakeholders.

Course objectives include:

- Set the stage for team creativity
- Learn to work in virtual teams & multicultural teams
- Help teams make better decisions
- Deal with conflict productively
- Motivate and lead team members
- Leverage the team within the organization
- Evaluate your personal work style, communication style, and emotional intelligence
- Build project management skills

Format

Working in Teams utilizes an experiential learning approach. In class, you will complete self-assessments, team-assessments, case studies and team exercises that are designed to teach the fundamentals of teamwork in an applied, real-world setting. Several of the course exercises and assignments will apply directly to your team projects in other MDEI courses.

Each session, the instructor will lead a debrief that involves analyzing students' performance on cases and exercises. Students will receive personalized feedback throughout the term on various dimensions of teamwork styles and approaches.

For each unit, the instructor will introduce a theory or model and students will be expected in written assignments to apply these conceptual frameworks to 1) the analysis of their own team's performance in class or 2) a team project in another MDEI course.

Course Materials

The required text for the course is *Group Dynamics for Teams*, 2nd or 3rd edition, by Daniel Levi. It is available at the University bookstore. Additional readings are listed in the syllabus (or to be announced). Most of these readings can be downloaded from the UW library system. Chapters or difficult to find materials will be available for photocopy.

Course materials will also include weekly cases and assessments handed out in class. There will be a course fee for cases to be announced and collected during the semester.

The final course outline is posted on the UW-ACE course site (<http://uwace.uwaterloo.ca>). Weekly slides will be posted to the course site on UW-ACE 24 hours prior to each class. In addition, please check ACE for weekly announcements.

Summary of Course Requirements

Requirement	Due Date	Value
Individual Weekly Diary	Dec 7	30%
Team Assignments	Oct 12	25%
	Dec 7	25%
Class Participation		20%

Course Requirements in Detail

Individual Weekly Diary (35%)

A large part of experiential learning involves self-reflection. Throughout the term, you will be completing team exercises inside and outside of class that illustrate key course concepts. I will provide real-world situations that challenge your individual and teamwork skills. In class we will debrief these exercises by talking to individuals and teams who did well, and those who did not so well. Following each case or exercise, you are to type a 1-page diary reflecting on your experience. Each diary entry must include 1) main learning points of the week's exercise, 2) personal strengths you identified, 3) personal challenges that became apparent, and 4) one tangible, challenging, and reasonable goal for improving your skills in the week's content area.

Diaries will be collected at the end of the term, during the last class (December 6). Grading will be based on 1) understanding of the week's topic, 2) insight into personal strengths and challenges, quality, 3) feasibility of your personal goal, and 4) quality and clarity of writing.

Team Assignments (Total 50%)

There are 2 team assignments during the term. Details on each assignment will be handed out in class.

Team Contract (DEI 615 team): Due October 12

Your first team assignment is to be completed in your project teams for the DEI 615 photography/videography assignment.

Evaluating and Rewarding a Project Team (DEI 614 team): Due December 7

Your second team assignment is to be completed in your project team for the DEI 614 MDEI program marketing assignment.

All team assignments should be completed as a team. Your written work should be entirely your own. It is not acceptable to consult with other teams in the class or students who took the course in prior years.

Assignments should be type-written, maximum 3 pages, double spaced with 1 inch margins, and should be completed as a team. Assignments are due in class. A late paper will be docked 5% for every day that it is late. Because the assignments are team-based, each member of your team will receive the same grade for your written work.

Class Participation (20%)

Because experiential learning is a large part of this course, you are expected to attend class each week and to participate fully in the group and team exercises in your discussion groups. Your participation grade will depend on: 1) attendance, 2) participation in team exercises, and 3) quality contribution to class discussion.

Weekly participation grades will be assigned on a scale of 0-3 (0=did not attend, 1 = attended but did not participate in discussion, 2 = attended and offered average level comment, 3 = attended and made a particularly insightful or exceptional comment).

Course Outline

Boot Camp Tuesday September 6	Individual Work and Communication Style 9:00 am – 5:00 pm
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Before Class:	Complete on-line MBTI and CSIS self-assessment by Weds. August 31 st
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MBTI

- Complete free self-assessment at <http://similarminds.com/jung.html> (first enter your gender, then proceed to the assessment tool)
- Print out you MBTI type and description. Bring to class.

CSIS

- Professor will email link to complete survey by Friday August 26th.
- Professor will bring your personal profile print-out to class.

In Class:	Personal work style and implications for working with others Personal communication style and communication across cultures
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Week 1 Wednesday September 14	Defining Teams and Team Success 4:00 pm-8:00 pm
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Readings:	Levi Chapters 1 & 2
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Ancona, D.G. Outward bound: Strategies for team survival in an organization. *Academy of Management Journal*, 2, 334-365.

Coutu, D., Beschloss, M. "Why Teams DON'T Work", Harvard Business Review, May2009, Vol. 87 Issue 5, pp.98-105

Moreland, R.L. (2010). Are dyads really groups? *Small Group Research*, 41: 251-267.

Weingart, L.R. (1992). Impact of group goals, task component complexity, effort, and planning on group performance. *Journal of Applied Psychology*, 77, 682-693.

Williams, K.D. (2010). Dyads can be groups (and often are). *Small Group Research*, 41: 268-274.

In Class: Types and purposes of teams; Measuring team success
Team Exercise: C-Suite
Hand out team contract assignment

Week 2 No Class Meeting
Wednesday September 21

Week 3 Temporal Dynamics of Teams
Wednesday September 28 4:00 pm-8:00 pm

Readings: Levi Chapter 3

Ancona, D.G., & Caldwell, D.F. (1988). Beyond task and maintenance: Defining external functions in groups. *Group and Organization Studies*, 13, 468-494.

Arrow, H. (1997). Stability, bistability, and instability in small group influence patterns. *Journal of Personality and Social Psychology*, 72, 75-85.

Gersick, C.J.G. (1989). Marking time: Predictable transitions in task groups. *Academy of Management Journal*, 32, 274-309.

Gersick, C..J.G. & Hackman, J.R. (1990). Habitual routines in task-performing groups. *Organizational behaviour and human decision processes*, 47, 65-97.

In Class: Models of team development, team contracts, boundary spanning
Exercise in DEI 615 teams

Week 4 No Class Meeting
Wednesday October 5

Week 5 Basic Team Processes
Wednesday October 12 4:00 pm - 8:00 pm

Hand in: Team Contract for your DEI 615 photography/videography assignment

Readings: Levi Chs 4 & 5

Edmonson, A. (1999). Psychological safety and learning behaviour in work teams. *Administrative Sciences Quarterly*, 44, 350-383.

Gibson, C.B. (2001). From knowledge accumulation to accommodation: cycles of collective cognition in work groups. *Journal of Organizational Behavior*, 22, 121-134.

Karau, S. & Williams, K. (1993). Social loafing: A meta-analytic review and theoretical integration. *Journal of Personality and Social Psychology*, 65, 681-706.

Street, M.D. Groupthink: An examination of theoretical issues, implications, and future research suggestions. *Small Group Research*, 28, 72-93

In Class: Team motivation, coordination, cohesion, efficacy
Exercise in DEI 614 teams

Week 6 **SIMI-Model-Based Development of Emotional Intelligence I**
Wednesday October 19 **4:00 pm - 8:00 pm**

Readings: TBA

Week 7 **Communication in Teams**
Wednesday October 26 **4:00 pm – 8:00 pm**

Readings: Levi Chs 6, 13, 15

Earley, P.C. & Mosakowski, E. (2000). Creating hybrid team cultures: An empirical test of transnational team functioning. *Academy of Management Journal*, 43, 26-49.

Gibson, C.B. & Zellmer-Bruhn, M.E. (2001). Metaphors and Meaning: An Intercultural Analysis of the Concept of Teamwork. *Administrative Science Quarterly*, 46, 274-303.

Harrison, D.A., Price, K.H., Gavin, J.H. & Florey, A.T. (2002). Time, teams and task performance: Changing effects of surface-and deep-level diversity on group functioning. *Academy of Management Journal*, 45, 1029-1045.

Mannix, E. & Neale, M.A. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological Science in Public Interest*, 6, 1-25.

In Class: Communication, diversity, culture, virtual teams
Revisit bootcamp assessments at team level with DEI 614 teams
Virtual team exercise with students in Russia

Week 8
Saturday November 5 **SIMI-Model-Based Development of Emotional Intelligence II**
9:00am-12:00 pm
AND

Cooperation & Competition in Teams
1:00-5:00 pm

Readings: Levi Chs 5, 16

Kramer, R.M. & Brewer, M.B. (1984). Effects of group identity on resource use in a simulated commons dilemma. *Journal of Personality and Social Psychology*, 46, 1044-1057.

Weingart, L.R., Bennett, R.J. & Brett, J.M (1993). The impact of consideration of issues and motivational orientation on group negotiation process and outcome. *Journal of Applied Psychology*, 78, 504-517

Weingart, L.R., Brett, J.M., Olekalns, M. & Smith, P.L. (2007). Conflicting social motives in negotiating groups. *Journal of Personality and Social Psychology*, 93, 994-1010.

In Class: Mixed motive teams, constructive controversy
Team exercise in DEI 614 teams
Hand out Evaluating and Rewarding a Project Team Assignment

Week 9 **Israel Field Trip**
No Class

Week 10 **SIMI-Model-Based Development of Emotional Intelligence III**
Wednesday November 23 **4:00 pm - 8:00 pm**

Readings: TBA

Week 11 **No Class Meeting**
Wednesday November 30

Week 12 **DEI 614 Team Reports**
Wednesday December 7 **4:00 pm - 8:00 pm**

Hand in: Evaluating and Rewarding a Project Team
Personal Diary

In Class: DEI 614 MDEI Marketing Project Team Reports

University Notes

Cross-listed course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.