

**University of Waterloo**  
**Stratford School of Interaction Design and Business**  
**DEI 612 Working in Teams**  
**Fall 2019**  
**4:00 p.m. to 6:50 p.m., Thursdays; DMS 3129**

**Instructor Information**

Instructor: Linda Carson  
Office: DMS 2008  
Office Phone: 38383  
Office Hours: Thursdays after class and by appointment  
Email: [lccarson@uwaterloo.ca](mailto:lccarson@uwaterloo.ca)

*You can expect email replies by the next business day.*

**Course Description**

This course introduces the theory and best practices for working in teams, especially communication, co-operation, collaborative creativity and managing conflict. The format of the course will combine lectures with discussion, experiential skill-building exercises, reflective writing and team projects.

**Course Goals and Learning Outcomes**

Upon completion of this course, students should be able to:

- A. Recognize the conditions and practices that support the success of teams, and the typical development, processes and challenges of teamwork.
- B. Form a team and then plan and execute a project together.
- C. Communicate constructively, make decisions, manage conflict, and collaborate creatively with team members.
- D. Run an effective team meeting.
- E. Transfer skills to virtual teamwork.
- F. Evaluate the performance of a team on a project and offer sound advice based on theory and best practices for working in teams.

**Textbook and course readings**

The required textbook is Group Dynamics for Teams, by Daniel Levi. I will be working from the most recent (5<sup>th</sup>) edition (2016), but earlier editions will provide you with enough background to keep up with the course content. I warmly recommend the textbook for two particular uses. First, if you find it a challenge to keep up in class and make timely contributions—perhaps because you typically mull things over rather than speak up in the moment, or because you are multi-lingual—reading the textbook chapters in advance of class will help you familiarize yourself with the content and perhaps prepare follow-up questions. Second, if you are especially interested in a course topic and the scholarship behind it, you can use the textbook's citations as pointers to finding the disciplines and researchers for further independent reading. New copies are available at the campus bookstore but feel free to shop for a used copy at [abebooks.com](http://abebooks.com).

To prepare for class, read the related textbook chapters.

I will post (or link to) the other course readings on the LEARN site.

I encourage you to take your own notes, which recent research has shown is the most powerful way to absorb and remember course content. I will post lecture slides regularly *after* class. As you will see in class, the slides are not bullet-point transcriptions of my lectures. The speaker’s notes sometimes provide more detail.

### Course Requirements and Assessment

Your knowledge and understanding of the course content will be strengthened and tested by individual and group assignments, which will contribute 75% of your grade.

This is not distance education. Come to class. The best way to practice working with others is by working with others. Your participation in and contribution to classroom activities is an investment in your own learning and in the learning of your classmates, and will contribute 25% of your grade.

Assignment details will be explained in class and on LEARN. You will also find assignment rubrics, grades and personalized feedback on LEARN throughout the term. There are three team projects—Alpha, Bravo and Charlie—which will be completed in teams. All the other assignments are to be completed individually and will be graded individually.

Assessment		Date of Evaluation	Weighting
Participation and contribution	Solo	Weekly	25%
Reading and reflection 1	Solo	Sept. 19	5%
Minor team Project Alpha	Team	Sept. 26	5%
Solo reflection on Project Alpha	Solo	Oct. 3	5%
Reading and reflection 2	Solo	Oct. 24	10%
Minor team Project Bravo	Team	Oct. 31	5%
Solo reflection on project Bravo	Solo	Nov. 7	5%
Reading and reflection 3	Solo	Nov. 14	10%
Major team Project Charlie	Team	Nov. 28	15%
Solo reflection on Project Charlie	Solo	Dec. 5	15%
Total			100%

Please submit all written work in PDF format unless you have made other arrangements with me in advance. If I need to ask you to resubmit work because it’s not a PDF, I may apply the late penalty.

As always in academic writing, when you mention the ideas or work of others, you must attribute those ideas and work to their sources with both an in-text citation and a reference in the Works Cited list. Here is [one of many places to learn about MLA style](#), which is well-suited to most academic writing in the arts and humanities. When you have read the syllabus, you can earn a bonus mark by uploading a picture of one of your favourite artworks, with a citation in MLA style of where you found it online, to the dropbox on LEARN. For example:



Morton, Ree. *Don't worry, I'll only read you the good parts*. 1975. Annemarie Verna Galerie, Zurich. *Art Basel*, <https://www.artbasel.com/catalog/artwork/52354/Ree-Morton-Don-t-worry-I-ll-only-read-you-the-good-parts>. Accessed January 2018.

Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. You have the opportunity to pre-screen your own work and use the feedback from Turnitin® to find and fix any errors in quotation and citation before your final submission. Students will be given an option if they do not want to have their assignment screened by Turnitin®. Approach me in the first week of the term if you prefer to make alternative arrangements to the use of Turnitin® in this course.

### **Participation and contribution, throughout the term**

If you attend class, participate in activities and make constructive contributions to class discussion weekly, you can expect to earn at least 80% for participation and contribution. Absences, failure to participate or disruptive behaviour that undermines the learning of classmates will be penalized. To excel, look for ways to apply what you learn about working in teams to the in-class activities and to bring your experiences and insights to discussion.

Weekly participation grades will be assigned on a scale of 0-5

- 0 absent without documented extenuating circumstances
- 2 present but did not participate in activities or contribute to discussion
- 3 participated in activities or contributed to discussion, but not both
- 4 participated in activities and contributed to discussion
- 5 demonstrated especially good teamwork skills during activities and/or made an especially insightful contribution to discussion

PRO TIP: Please keep your name card visible on the desk every week so I can be sure to give you credit for your work.

### **Reading and reflection 1 DUE on LEARN 4:00 p.m., September 19**

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on the assigned reading.

**Minor team Project Alpha DUE on LEARN 4:00 p.m., September 26**

Complete a small group project (details to be announced) and present the results in class.

**Solo reflection on Project Alpha DUE on LEARN 4:00 p.m., October 3**

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on Project Bravo and working in teams.

**Reading and reflection 2 DUE on LEARN 4:00 p.m., October 24**

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on the assigned reading.

**Minor team Project Bravo DUE on LEARN 4:00 p.m., October 31**

Complete a small group project (details to be announced) and present the results in class.

**Solo reflection on Project Bravo DUE on LEARN 4:00 p.m., November 7**

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on Project Bravo and working in teams.

**Reading and reflection 3 DUE on LEARN 4:00 p.m., November 14**

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on the assigned reading.

**Major team Project Charlie DUE on LEARN 4:00 p.m., November 28**

Complete a major group project (details to be announced) and present the results in class.

**Solo reflection on Project Charlie DUE on LEARN 4:00 p.m., December 5**

Reflective essay (6-10 pages) using the ORID model and guiding questions to reflect on Project Charlie and working in teams.

**Course Outline**

We will cover the course topics in the order shown below. The timing may vary slightly, depending on current events and how lively our discussions and activities get. In class, you will learn about key concepts for working in teams, put them into context with your own teamwork experiences, and do related activities in groups to apply and practice what you have learned. Most—but not all—of the content is based on the textbook. Some students may benefit from pre-reading the related textbook chapters, especially if the topic is unfamiliar. Other students may prefer to read the textbook chapters after class, to reinforce the lesson before completing their assignments.

Class	Date	Topic	Chapters (Levi, 2017)
1	Thursday Sept. 5	Introduction, motivation & reflective writing	
2	Thursday Sept. 12	Basic team processes	1, 2, 3 & 4
3	Thursday Sept. 19	Communication	6
4	Thursday Sept. 26	Cooperation, competition & leadership	5 & 10
5	Thursday Oct. 3	Decision-making	9

6	Thursday Oct. 10	Problem-solving & creativity	11 & 12
		Thanksgiving and Study Break	
7	Thursday. Oct. 24	Building, training, evaluating & rewarding teams	16 & 17
8	Thursday Oct. 31	Launching Project Charlie	Appendix
9	Thursday Nov. 7	Diversity & teams	13
10	Thursday Nov. 14	Team/organizational/international culture	14
11	Thursday Nov. 21	Conflict, power & social influence; remote work	7, 8 & 15
12	Thursday Nov. 28	Presentation of Project Charlie	

### **Late Work**

If you encounter extenuating circumstances—such as illness, injury, or a family emergency—that could delay your work or interfere with your progress, please come talk to me privately so we can negotiate appropriate accommodations to keep you on track and thriving. Otherwise, late assignments will be penalized 10% per week. I will stop accepting late assignments after December 5.

### **Electronic Device Policy**

Cell phone conversations are disruptive in class; if you need to take a call, please leave the room. Mute your cell phone, laptop and other devices before you arrive so as not to interrupt the class or disturb your classmates. Thank you.

### **Attendance Policy**

DEI 612 is a team sport, not a television broadcast. Your attendance and punctuality will contribute greatly to your learning and success in this course, and to the learning and success of your classmates. Absenteeism can seriously affect your participation and contribution grade in this course, but when it is due to various types of emergencies, personal issues, bad weather, or medical reasons it is, of course, justifiable. In such cases, please see me so I can make suitable accommodations.

### **Territorial Acknowledgement**

The Faculty of Arts acknowledges that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River. The Stratford School of Interaction Design and Business is situated on the traditional territory of the Anishinaabe, Haudenosaunee, and the Ojibway/Chippewa peoples. This territory is covered by the Upper Canada Treaties.

### **Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009**

#### **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**

**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](#).

**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](#).

**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](#).

### **Other sources of information for students**

[Academic integrity](#) (Arts)

[Academic Integrity Office](#) (uWaterloo)

### **Accommodation for Students with Disabilities**

**Note for students with disabilities:** The [AccessAbility Services office](#), located in Needles Hall Room 1401, 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 AS office at the beginning of each academic term.