

PUBP 2142: Teams and Collaboration in Context

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Office: Room 257, Student Services Building (Flag Building) Class Time: _____
Class Location: _____, Office Hours: Monday 9-11.

Course Description

This is a course in Groups, Teams, and Complex Problems designed to give you exposure to essential theories and concepts for analyzing, understanding, and managing teams that work on complex problems suited to multi-disciplinary approaches. The content of the course draws upon the literature of critical thinking, cognitive science, creativity and innovation in social science, science, and engineering, as well as the literature of team and group dynamics. The course combines these elements in a context within which students apply their learning to broad societal challenges. You can think of the course as problem based learning focused on how to identify and resolve complex open-ended problems. This course examines components that comprise teams, highlights key factors that influence team effectiveness, develops skills in diagnosing opportunities and threats that face teams, and enhances teamwork expertise.

This course also gives students an understanding of recent approaches to tackling complex problems in the context of multi disciplinary teams. It is explicitly designed to give teams knowledge and experience in team-centered work on complex open-ended problems that are situated at the intersection of policy and technology. Team management is studied through reading and discussing cases, learning and implementing techniques to build and sustain teams, and completing team tasks where you can apply the skills and knowledge you've learned to a real-world team. Teams in the class take on a practice problem in the first part of the course and then a problem of their choosing in the second half.

The course has three broad foci. First, this course examines the interpersonal processes and structural characteristics that influence the effectiveness of teams, individual behavior in face-to-face interactions, and the dynamics of interpersonal relationships. In short, we will examine, "what does it take to be a good teammate?" Second, this course seeks to understand the theory and processes of group and team behavior to inform how you can effectively lead teams. This course will help you understand the general principles and processes of effective leadership so that you can lead in a wide variety of situations. Third, this course is intended to allow you to practice the art of engaging difficult problems in a team context. Deliberate use of effective team problem solving methods will be explored against the backdrop of effective team behavior and societal challenges.

Public policy work increasingly demands the capacity for effective team and group interaction. This course seeks to create intentional team interaction around complex open-

ended societal challenges. It is designed to give students the knowledge and working models of how to address broad societal challenges in the context of teams and groups. There are elements of public policy, team dynamics, and team leadership embedded in the course.

Specific Course Objectives

My goals for this course are to help you...

- Improve your analytic abilities in understanding the behavior of individuals and groups in organizations,
- Apply tools for diagnosing and enhancing team effectiveness.
- Increase your awareness of how successful team members lead and what separates them from their unsuccessful counterparts,
- Gain experience in leadership situations, including learning to deal with conflict, time pressure, and different accountability systems, and
- Develop confidence as a leader, knowing that leadership happens everywhere in organizations (not just at the top) and that your long-term effectiveness depends on your ability to lead others
- Understand how to apply team and group skills to complex societal problems that intersect policy and technology
- Learn to apply models of problem solving in team and groups contexts

Course Requirements and Grading

Personal Case	10%
Team Case	25%
Team Problem	30%
Peer Evaluation	10%
Final Exam	25%

Personal Case – Your Worst Team Experience (10%)

Students will describe in detail a significant NEGATIVE team experience they have participated in. Particular attention should be paid to the following topics.

1. Describe the situation, setting, and your role on the team. Include relevant details about your history with the team.
2. Describe what happened that made the experience negative for you. Focus on what happened and how you/the team reacted to it. What made it especially negative?
3. To the best extent possible, clarify how you saw the dynamics of the personal relationships that preceded the negative outcome.
4. To the best extent possible, outline other issues that might have led to a negative experience. For example, the situation was impossible to begin with! Or, we didn't have the right people on the team! Or, we didn't have the skills we needed, etc.
5. Specific writing directions will be made via t-square.

Team Case – 12 Angry Men (25%)

Working in teams, students will analyze the film “Twelve Angry Men” using the material from the Levi and Hackman texts.

Your team assignment is to explain how various theories and research findings from chapters 1-9 in Levi and chapters 1-2 in Hackman are illustrated in this film. You should choose examples from the film, describe the relevant information, theory, models, or frameworks, and explain clearly how the examples you have chosen illustrate the theory or finding. Specific writing directions will be made via t-square.

Team Problem – Teams Under Conditions of Ambiguity (30%)

This problem will be given to you in class as an open-ended question that you must work to make recommendations for. It will follow the “W” model we discuss in class and the instructor will provide directions for each step in the process. When groups have concluded all steps of the process, they will produce a short paper and presentation outlining their results as they apply to both the problem under consideration and the team dynamics in play. Directions for the paper and presentation will be provided in class.

Final Exam (25%)

For the final exam students will re-examine their “worst team experience” using the material from the Levi and Hackman texts. Students will provide a detailed analysis of the case using the concepts covered in this course, and make recommendations for how the situation could have been improved. Specific directions will be made via t-square.

Peer Evaluation (10%).

For each case or problem, you will provide an evaluation for each teammate. You will

evaluate each teammate's 1) quality of contribution, 2) quantity of contribution, 3) teamwork skills, 4) attitude, 5) dependability, and 6) overall effectiveness. You must provide evaluations of all of your teammates for each team product. Failure to provide evaluations will result in a zero for your own evaluation grade.

General Words about Teamwork:

The issue of equity is a concern that some students have about working in teams and about team grades. If you work harder and do better work than your peers, why should your grade be dependent on them? This view is generally a function of coming from educational environments that only ask for and measure individual performance. Your output for many of the assignments in this class will be a team product, such as a team case presentation. Team tasks should be given team rewards. This means that you not only must make a direct contribution to the development of the in-class presentation, but that you also have an obligation to make your team work effectively.

An infrequent problem associated with group projects is a team member who does not do his/her share of the job. You are urged not to let problems develop to the point where they become serious. Beware of excuses like: "I am too busy with urgent work - health - social - problems right now but I'll make it up later." It is surprising how many people who have one problem have a series of other problems. Be reasonable, but don't be a doormat. Everyone in this class is expected to carry an equal share of the teamwork load.

I will not supervise the process any more closely than would most professionals in similar circumstances. Rather, you are expected to get the work done and to manage each other. You are on your honor that you will do your fair share. Teams often ignore problems wishing that they would go away. More often they don't; they only get worse. Try to solve the problem among yourselves. If you can't, bring it to me. If I am convinced that someone has not carried his/her fair share - for any reason - I will reduce that person's grade as low as to 0 if I believe it is warranted.

Administrative Policies

Policy on Classroom Professionalism.

The highest professional standards are expected of all members of this class. The collective class reputation and the value of the undergraduate program experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The classroom experience is enhanced when:

- Students arrive on time. On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- Students minimize unscheduled personal breaks. The learning environment improves when disruptions are limited.
- Students are fully prepared for each class. Much of the learning in the undergraduate

program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.

- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Laptops are closed and put away. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.

- Phones and wireless devices are turned off. We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Policy Regarding Re-reads of all graded coursework:

In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please write a brief summary of what you feel needs further attention and submit this re-read request with your original work with my, or my TA's comments within 1 week of receiving your grade. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Each grade component is considered final one week after given to the class and will no longer be open for re-reading or discussion. I do not accept personal lobbying efforts on behalf of grades other than in writing.

Accommodations

If you have any physical or learning disabilities that require special assistance, you need to get documentation from the Access Disabled Assistance Program for Tech Students (ADAPT). ADAPT can be contacted at (404) 894-2564 or 210 Smithgall Student Services Building. I will be happy to work with you and accommodate as appropriate your learning needs upon receiving your documentation.

Written Assignment Policy:

Papers in this class should use 12-point, Times New Roman font, one-inch margins, double spacing, and page numbers at bottom of each page. Papers should use an explicit outline based on the description of the assignment in this syllabus and in-class instructions. Reference lists (required) and title pages do not count toward page count. Quotes in written assignments should include authors' name(s) and year of publication (in parenthesis), but not the titles of articles or name of publication within the text of the paper (those go into the reference list). Direct quotes should be noted with quotation

marks and should be short and to the point. Indirect quotes or paraphrasing ideas of authors is encouraged but should be noted by referencing the author's name and year of publication of the source (in parenthesis) somewhere in the beginning, middle or end of the sentence. Reference lists should be included at the end of each written assignment.

Late Assignment Policy:

Unless other arrangements have been made in advance, the student is expected to submit their assignments when due. There are no exceptions.

Attendance Policy:

Coming to class is vital to doing well in this class. Attendance is mandatory and attendance will be taken each day. Students may be excused from class for illness, family emergency, or religious holidays; please notify the instructor ahead of time if you will be missing class.

Class Attendance:

History shows a strong positive correlation between class attendance and grades. In order to emphasize to you just how important class attendance is, the following policy will provide extra credit points for those who show up on time and attend class on a regular basis. We will take attendance each day. For every day attendance is taken and you are counted here, you will be given .20 points to be added to your next project grade. If all team members achieve perfect attendance, and additional 1 point will be added to the next project grade for each member of the team. Given 30 class periods, there is a potential 4-point advantage for showing up, and showing up on time. If you are absent for more than 3 class periods without an approved excuse, you will receive a .5 reduction in your final letter grade.

Email Policy: Please use “Course Number” in the subject line.

Email messages sent to the instructor are encouraged but should not necessarily be considered a reliable means of instant communication for important messages. The sending of an email message to the instructor, unless it receives a response from the instructor, cannot be assumed to have reached the instructor. The instructor will respond (as soon as the message is opened) to any email messages received from students to confirm that the message has indeed been received. If the student sends a message and does not receive a response within 2-3 days, the student should assume that the message was not received and the student should attempt another means of communication, such as calling the instructor, or wait until the next class to convey the message. Students should always use the “Course Number” as the subject line for email messages sent to this instructor about class business.

Plagiarism Policy:

“Plagiarism” involves submitting work prepared outside of class that is not entirely the student's own, such as papers, reports and oral presentations that use direct quotes from

other authors without proper citation of those authors. Plagiarism is not tolerated and penalties for plagiarism are severe.

In this class, you must fully comply with the requirements of the Academic Honor Code. If you have any questions about academic misconduct or the Academic Honor Code, please review www.deanofstudents.gatech.edu/integrity/policies/honor_code.php. Academic misconduct includes but is not limited to the following:

The class values academic discussion and recognition of contributions made by authors and researchers in the field of leadership studies. It is considered a complement to an author to recognize their contributions to management studies by either paraphrasing (putting their ideas into your words) or using direct quotes (using their words to express their ideas, within quotation marks). Whether the ideas are paraphrased or directly quoted, it should be clear to the reader of an paper which ideas are the students and which belong to the cited authors.

To facilitate the process of citing references in an organized and consistent way, and to reduce the risk of unintentional plagiarism, please use the APA format for use in writing papers in this course.

Required Texts

Leading Teams, Richard Hackman

Group Dynamics for Teams, Daniel Levi

	<p>Group Socialization</p> <p>Team Goals</p> <p>Value and Characteristics of Goals</p> <p>Hidden Agendas</p> <p>Group Norms</p> <p>How Norms Are Formed</p> <p>Developing a Team Charter</p> <p>Motivation</p> <p>Social Loafing</p> <p>Increasing Group Motivation</p> <p>Group Cohesion</p> <p>How Cohesion Affects the Group's Performance</p> <p>Building Group Cohesion</p> <p>Team Roles</p> <p>Role Problems</p> <p>Types of Team Meeting Roles</p> <p>Task and Social Behaviors</p> <p>Value of Social Behaviors</p> <p>Team Adaptation and Learning</p> <p>Using Feedback</p> <p>Group Process Observations</p> <p>Reading: Hackman, pp. 61-92, A Compelling Direction</p>
Week 4	<p>Processes of Teamwork Cont.</p> <p>Reading: Levi, Chapters 5-6. Cooperation and Competition, Communication</p> <p>Teamwork as a Mixed-Motive Situation</p> <p>Why Are People in Teams Competitive</p> <p>Culture</p> <p>Personality</p> <p>Organizational Rewards</p> <p>Problems With Competition</p> <p>Communication and Goal Confusion</p> <p>Intergroup Competition</p>

	<p>When Is Competition Appropriate?</p> <p>Benefits of Cooperation</p> <p>Problems With Cooperation</p> <p>Competitive Versus Cooperative Rewards</p> <p>Communication Process</p> <p>Sender</p> <p>Receiver</p> <p>Message</p> <p>Communication Within Teams</p> <p>Flow of a Team's Communications</p> <p>Communication Climates</p> <p>Psychological Safety</p> <p>Processing Information Within the Team</p> <p>Building Trust</p> <p>Emotional Intelligence</p> <p>Facilitating Team Meetings</p> <p>Communication Skills for Team Meetings</p> <p>Reading: Hackman, pp. 93-132, Enabling Structure</p>
Week 5 - 6	<p>Issues Team Face</p> <p>Reading: Levi, Chapters 7-8. Managing Conflict, Power, and Social Influence</p> <p>Conflict Is Normal</p> <p>Sources of Conflict</p> <p>Impact of Conflict</p> <p>Benefits of and Problems With Conflict</p> <p>Conflict in Work Teams</p> <p>Conflict Resolution Approaches</p> <p>Two Dimensions of Conflict</p> <p>Comparing Different Approaches to Conflict Resolution</p> <p>Managing Team Conflicts</p> <p>Preparing for Conflicts</p> <p>Facilitating Conflicts</p> <p>Negotiating Conflicts</p> <p>Definitions of Power and Social Influence</p>

	<p>Conformity</p> <p>Obedience</p> <p>Types of Power</p> <p>Bases of Power Influence Tactics</p> <p>Power Dynamics</p> <p>Status and the Corrupting Effect of Power</p> <p>Unequal Power in a Team</p> <p>Minority Influence</p> <p>Impact of Interdependence</p> <p>Empowerment</p> <p>Assertiveness</p> <p>Reading: Hackman, pp. 133-164, A Supportive Context</p>
Week 7	<p>Team Problem Assigned</p> <p>Preliminary work will begin on tackling complex open-ended problems in collaborating teams.</p> <p>Students are given the practice problem for the semester, which they will work on in teams for the next four weeks. Discussion of practice problem boundaries and limits.</p> <p>Reading: Moraes, Solving Wicked Problems, A Design Pedagogy, The “W” Model, submitted manuscript</p> <p>Team Case Due</p>
Week 8	<p>Issues Team Face Cont.</p> <p>Reading: Levi, Chapters 9-11. Decision Making, Leadership, and Problem Solving</p> <p>Value of Group Decision Making</p> <p>Advantages and Disadvantages of Group Decision Making</p> <p>When Are Group Decisions Superior to Individual Decisions?</p> <p>Approaches to Group Decision Making</p> <p>Evaluating Group Decision-Making Approaches</p> <p>Normative Decision-Making Theory</p> <p>Decision-Making Problems</p> <p>Causes of Group Decision-Making Problems</p>

	<p>Group Polarization</p> <p>Groupthink</p> <p>Decision-Making Techniques</p> <p>Alternative Designs of Leadership for Teams</p> <p>Characteristics of Team Leadership</p> <p>Leader Emergence</p> <p>Approaches to Leadership</p> <p>Trait or Personality Approach</p> <p>Behavioral Approach</p> <p>Situational Approach</p> <p>Contingency Approach</p> <p>Situational Leadership Theory</p> <p>Self-Managing Teams</p> <p>Leading Self-Managing Teams</p> <p>Motivating Self-Managing Teams</p> <p>Success of Self-Managing Teams</p> <p>Approaches to Problem Solving</p> <p>Descriptive Approach: How Teams Solve Problems</p> <p>Functional Approach: Advice on Improving Team Problem Solving</p> <p>Factors That Improve Team Problem Solving</p> <p>Factors That Hurt Team Problem Solving</p> <p>Prescriptive Approach: Rational Problem-Solving Model</p> <p>Problem-Solving Teams</p> <p>Reading: Hackman, pp. 165 - 199, Expert Coaching</p> <p>Work on Team Problem In Class</p>
Week 9	<p>Reading: Levi, Chapter 12. Creativity</p> <p>Creativity and Its Characteristics</p> <p>Individual Creativity</p> <p>Group Creativity</p>

	<p>Problems With Group Creativity</p> <p>Brainstorming</p> <p>Strengths of Group Creativity</p> <p>Organizational Environment and Creativity</p> <p>Work on Team Problem In Class</p>
Week 10 - 11	<p>Reading: Levi, Chapter 13-14. Diversity; Team, Organizational, and International Culture</p> <p>The Nature of Diversity</p> <p>Why Diversity Is Important Now</p> <p>Types of Diversity</p> <p>How Diversity Affects a Team</p> <p>Causes of Diversity Problems</p> <p>Diversity as a Cognitive Process</p> <p>Team Leader</p> <p>Diversity as a Social Process</p> <p>Problems of Diversity Misperception</p> <p>Emotional Distrust</p> <p>Failure to Use Team Resources</p> <p>Team Culture</p> <p>Defining Organizational Culture</p> <p>Organizational Culture and Teamwork</p> <p>Dimensions of International Culture</p> <p>Individualism Versus Collectivism</p> <p>Power and Status</p> <p>Uncertainty and Risk Avoidance</p> <p>International Differences in Teamwork</p> <p>Reading: Hackman, pp. 200 - 233, Imperatives for Leaders</p> <p>Work on Team Problem In Class</p>
Week 12	<p>Reading: Levi, Chapter 16. Evaluating and Rewarding Teams</p>

	<p>Team Performance Evaluations</p> <p>Types of Evaluations</p> <p>Types of Measures</p> <p>Participation in the Evaluation Process</p> <p>Problems and Biases With Team Evaluations</p> <p>Reward Systems</p> <p>Hybrid Approaches</p> <p>Rewarding Individual Team Members</p> <p>Team and Organizational Reward</p> <p>Team Recognition</p> <p>Organizational Rewards</p> <p>Relationship of Rewards to Types of Teams</p> <p>Linking Rewards to Type of Team</p> <p>Reading: Hackman, pp. 234 - 257, Thinking Differently About Teams</p> <p>Work on Team Problem In Class</p>
Week 13	<p>Reading: Levi, Chapter 17. Team Building</p> <p>Context of Team Building</p> <p>Evaluating Team-Building Programs</p> <p>Does Your Team Need Team Building?</p> <p>Goal Setting</p> <p>Role Clarification</p> <p>Interpersonal Process Skills</p> <p>Cohesion Building</p> <p>Problem Solving</p> <p>Work on Team Problem In Class</p>
Week 14	Literature Review and Preparation for Final Presentations

Week 15	Final Presentations
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