JACLYN MARGOLIS, PhD

BSCI 617-13

CREATING AND LEADING TEAMS

SPRING 2016 (SESSION B)

WEDNESDAY
8am – 12pm

MALIBU

SYLLABUS
Creating and Leading Teams
BSCI 617
SPRING 2016 (Session B)

Wednesday 8am – 12pm
Location: Beckman Mgmt Center U2

Faculty: Dr. Jaclyn Margolis
Office: WLA #447
Office Phone: (310) 568 – 5506 (If you are unable to reach me, please email me rather than leave a message on my office phone.)
E-mail address: jaclyn.margolis@pepperdine.edu
Office Hours: by appointment (available most times; Typically Mondays in Malibu; Tuesdays, Thursdays, and Fridays in WLA; Always over the phone)

Course Description

The focus of this course is on effective team building. Models of the ingredients and processes required to create powerful teams are examined. Personal values and motivational patterns are related to team leadership. Interpersonal issues such as handling conflict and stress are explored. The concepts of corporate culture and organizational change are introduced in the context of team building.

Student Learning Outcomes

Upon completion of this course, you should:
• Understand the most effective ways to build teams
• Have developed an understanding of communication and decision-making in teams
• Understand the learning that occurs by teams
• Have knowledge, skills, and abilities to build effective team processes
• Be able to harness creativity in teams
• Understand how organizations influence teams
• Understand the challenges of modern teams, including virtual teams

TOTAL DIRECTED INSTRUCTION HOURS: 2-unit class (30 hours)

Course Materials

In order to use the most relevant and up-to-date materials, this course is composed of activities, articles, and book chapters that are available through the Pepperdine library system, Harvard Business School Publishing (HBSP), and Northwestern University’s Dispute Resolution Research Center (DRRC). Any articles that are available for printing through the Pepperdine library system are provided on our course website (Sakai). The materials from HBSP and DRRC are copyrighted and therefore must be purchased. **There is no textbook for this course.**

*HBSP Course Pack:* Please use the following link to purchase the course pack. Take note of your username and password, as it will be used in class during week 2 for our teamwork activity.

https://cb.hbsp.harvard.edu/cbmp/access/47601310
DRRC Materials: Please use the following link to purchase these materials. Please note that you will solely be paying for these materials and will not receive anything after payment; materials will be distributed to you in class. You should NOT purchase the optional TextPac.

http://www.study.net/r_mat.asp?crs_id=30083999

Grading:

- Team In-Class Activities: 12% (average of top 3/4 activities)
- Preparation & In-Class Activity (Week 6): 5%
- In-Class Discussions: 14% (7 classes x 2% each)
- Response Papers: 39% (choose 3/6 papers x 13% each)
- Group Assignment & Presentation: 30%

Where: 95-100 points = A, 90-94 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 67-69 = D+, 63-66 = D, 60-62 = D-, <59 = F; Decimal points will be rounded to the nearest whole number (.50 will round up).

In more detail:

- Team In-Class Activities:

  “Tell me and I’ll forget. Teach me and I’ll remember. Involve me and I’ll learn”
  -W. Edwards Deming, adapted from Confucius

We will complete four team-activities in-class during the term (weeks 2 through 5). These activities are critical to the concepts we will learn in class. As such, your participation and dedication to the activities is critical. You will be given a reading every week that can help you prepare for the activity. Further, the activities are cumulative, such that the lessons you learn each week should help you prepare for the following week. Additionally, many key lessons will also be learned through the experience and will be debriefed in a discussion following the experience. These activities are “scoreable,” meaning an index of group performance can be derived. Your grade for the team activities will be based on your best three activities for the term. That is, your lowest score will be dropped from your overall grade. Please note that if your entire group completes the activity, the lowest grade you will receive is a B- for that activity. For example, typical scoring for a class with six teams would be the highest of either (1) your team’s objective score on the activity or (2) your ranked score in comparison to the other teams in the class where 100% would be given to the highest scoring team, 96% for second place team, 92% for third place team, 88% for fourth place team, 84% for fifth place team, and 80% for the sixth or lowest performing team.

Late Arrival Policy:

Students who arrive after any graded teamwork activity has begun (which may be as early as 10 minutes into class) will not be allowed to participate in the day’s activity, as this would disadvantage their entire team. Students who arrive after the activity has begun will be given the opportunity to act as an observer. They will be asked to silently observe interactions during the activity and write a brief reflection integrating their observations with the lessons from the day (due 72 hours after class via email to Jaclyn).
This reflection will be graded with a maximum grade of 75%, and the grade will count as their score for the teamwork activity for that day.

- **In-Class Discussions**: Contributing to class discussions and team activity debriefs will facilitate your learning as well as the learning of your classmates. Your contribution grade will be determined based on the quality and quantity of your contributions to the discussions. You are expected to contribute to both any smaller team-based discussion along with the discussion as an entire class. Please note that attendance is not enough to receive credit, you must participate in the learning environment of the class. Each class is worth 2 points (or 2% of your final grade), where:

| 2 points: | Student is prepared for class; Student’s contributions demonstrate knowledge of the material and presents a unique and thoughtful interpretation of the course content; Student contributes to both smaller team-based discussions along with the discussion as an entire class |
| 1.5 points: | Student is up to 10 minutes late for class; Student is not fully prepared for class and/or contributes multiple times during class however these contributions are largely a reiteration of material and/or student’s contributions are primarily in the smaller team-based discussions |
| 1 point: | Student is not fully prepared for class and/or the student’s participation in class discussions or activities is limited |
| 0 points: | Student is more than 10 minutes late for class; Student attends class however does not participate in the discussion; Students who are distracted (e.g., texting, emailing) during a large portion of the class will receive a 0 even if they participate at other times |

- **Response Papers**: Six prompts will be provided throughout the term, one per week from week 1 through 6. Each of these prompts will ask you to reflect on the week’s topic and relate this topic to a given case study and/or relate this topic to your own experiences. You have the option of answering any three of these reflection topics/questions, however you may not submit more than three. Each response paper is worth 13 points (or, 13% of your final grade). Your reflection paper must be submitted online prior to the beginning of class (for example, the prompt provided in week 1 is due at the beginning of class in week 2). Responses should be approximately 2 to 3 pages double-spaced (12-point font, 1-inch margins, short header). Although this is just a guideline, papers much shorter than this likely do not contain sufficient detail whereas papers much longer than this likely could benefit from more concise arguments.

  **Grading Note**: Although analyzing the cases/activities noted are critical to your response, your grade for the response paper will largely come from your ability to tie your insights into the course material. To do so, be specific in your explanations and how they relate to the ideas, concepts, theories, and research that we have covered. **In general**...

  - A assignments will demonstrate an extremely strong understanding of the course material and will provide outstandingly insightful and clear comments. Very few (only exceptional) assignments will receive an A.
• A-/B+ assignments will utilize the course material throughout the assignment however will largely focus on reiterating points from the course rather than creatively and insightfully applying these concepts.

• B-/C+ assignments will have limited insights and the connections to the course concepts will not always be clear.

• C-/D assignments will not sufficiently address the questions/requirements and will not make connections to the course concepts.

• **Group Assignment & Presentation**: Teams will be formed during the first couple weeks of the course. Each team will be assigned a case. Together, your team will diagnose the case based on the concepts learned in this class. More details will be provided in week 2.

**Attendance Policy**

Attendance at all of the class sessions is mandatory.

Attendance at the first class session is imperative. You will not be allowed to remain enrolled in the course if you miss the first class session without prior notice to the professor. Any student missing the first class without prior notice to the professor will be dropped from the course.

Any student missing class in week 2, or arriving more than 15 minutes late, without notice to the professor during/before class in week 1 will lose a full letter grade for this class, as an unexpected absence will substantially and negatively impact your team for the teamwork activity in week 2.

Depending on the week, each missed class will result in a 5 to 10 point (out of 100 for this course) reduction of your course grade due to the missed activity, contribution points, and/or additional point deductions. However, if you miss one class from weeks 2 through 5 with appropriate notice to the professor for an excusable reason (appropriate notice = notice during/before class in week 1 for class in week 2; within 24 hours of the missed class in weeks 3 through 5), you will be given the opportunity to drop the missed teamwork activity (this will count as your lowest grade and will be dropped) and write a 4-page paper to make up the missed contribution points (due 72-hours after the missed class). You will not be permitted to make up a second missed class.

If you miss week 6 (in-class case study activity) for an excusable reason, there will be significant work required to make up this activity. You are strongly discouraged from missing this class.

All students must be in attendance for week 7 (presentations).

Exceptions to these rules will only be made in the event of an extreme illness or personal emergency. Please discuss every absence with the professor within 24-hours of missing class.

**Assignment Deadline Policy:**

Late assignments will be assessed a penalty of 20% deduction in grade per 24-hour period, beginning immediately after the submission day/time.
University Code of Ethics

See “University Code of Ethics”: http://catalog.bschool.pepperdine.edu

Originality of Work

This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

Policy on Disabilities

Assistance for Students with Disabilities - The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: http://www.pepperdine.edu/disabilityservices/.

Summary of Directed Instruction Elements

2 Units = 30 Hours of Directed Instruction

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<thead>
<tr>
<th>Directed Instruction Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>In-Class Instruction</td>
<td>26 – 28</td>
</tr>
<tr>
<td>Synchronous Instruction</td>
<td>1 – 2</td>
</tr>
<tr>
<td>Asynchronous Instruction</td>
<td>3 – 10</td>
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<tr>
<td>TOTAL</td>
<td>30 – 40</td>
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Syllabus and course schedule are subject to change at the Professor's discretion. Any changes will be discussed in class.
<table>
<thead>
<tr>
<th>CLASS TOPIC:</th>
<th>READING TO BE COMPLETED PRIOR TO CLASS:</th>
<th>CLASS NOTES:</th>
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| **Week 1/ Building the Foundation & Building the Team** | 1. “The Discipline of Teams” (Sakai) | Complete a brief biography using the following link, due **48 hours** before our first class:  

http://pepperdine.qualtrics.com/SE/?SID=SV_6QHG4garDFI4y6p  

*Please note: Your answers will form the basis of a biography that will be distributed to the class during our introductory activity.* |
| **Week 2/ Understanding Effective Team Processes** | 1. “Lessons from Everest: The Interaction of Cognitive Bias, Psychological Safety, and System Complexity” (Sakai)  
2. “Why the Members of Your Team Won't Speak Up, and What You Can Do About It” (HBSP) | **You will need your computer in class during week 2.**  

Any student missing class in week 2, or arriving more than 15 minutes late, without notice to the professor during/before class in week 1 will lose a full letter grade for this class, as an unexpected absence will substantially and negatively impact your team for the teamwork activity in week 2. Please see the attendance policy for more details. |
| **Week 3/ Barriers to Team Effectiveness** | 1. “Making Dumb Groups Smarter” (Sakai)  
2. “How Management Teams Can Have a Good Fight” (Sakai) | |
| **Week 4/ Creativity in Teams; Teams in Organizations** | 1. “Creativity and Creative Groups: Two Keys to Innovation” (HBSP) | |
| **Week 5/ Modern & Adaptive Teams** | 1. “Global Teams That Work” (HBSP) | **You will need your computer in class during week 5.** |
| **Week 6/ Real Teamwork Scenarios** | 1. “Army Crew Team” (HBSP) | Week 6’s activity will be assigned & discussed in week 5. |
| **Week 7/ The Finale (Including Team Presentations)** | 1. “Learning Charisma” (Sakai)  
2. “How to Give a Killer Presentation” (Sakai) | **Group Case Presentation materials DUE at the beginning of class.** |