INSTRUCTOR INFORMATION
Instructor: Gabriella Lewis
Email: CANVAS
Office: Domenici Hall 002A
Phone: (575) 646-2641
Office Hours: Tuesday/Thursday 3:00-4:00 pm or by appointment

COURSE MATERIALS

Other: Supplemental videos and readings may be posted on Canvas or handed out in class.

COURSE CATALOG DESCRIPTION
MGT 454 Work Teams in Organizations (3 cr)
Theories of small groups and their application to the work situation. Why and how groups form, grow, communicate, and maintain themselves. Prerequisites: senior or above standing.

COURSE OBJECTIVES
• Learn how to recognize and understand the subtleties of group processes.
• Learn how to build and maintain a team.
• Learn skills of effective group members (problem solving and decision making, communication, managing conflict, developing appropriate norms, leading and influencing others, etc…)

*IMPORTANT*
This course will demand active involvement by all participants. Course sessions will not focus on textbook facts, but will comprise numerous activities and experiences that cannot be replicated without being in attendance. The beginning assumption in this course is: to learn about teams and work groups requires that you need to be a member of a group in which course concepts and ideas exist and can be applied.

COMMUNICATION WITH THE INSTRUCTOR
PLEASE USE CANVAS EMAIL (NOT NMSU EMAIL) FOR ALL COURSE COMMUNICATION. If an emergency occurs and you must reach me immediately, you may email me at glewis08@nmsu.edu. If you send email to this address for purposes other than an emergency, I will instruct you to re-submit your communication via Canvas.
I will make every effort to reply to your email within 24-48 hours. If it is a matter which requires special consideration, I will send an initial response indicating my receipt of your message and a follow-up message once the issue is resolved.

**GRADING/ASSIGNMENTS**

*Note: Check your posted grades frequently. Any questions regarding grades should be submitted in writing within 48 hours after the grade has been posted.*

**Personal Journal and Learning Logs (17 entries for 15 points each - 255 points):**
Each individual will be a team member, but will also be a participant observer of the interaction dynamics of their group and the entire class. Each individual is required to keep a written account of their observations, thoughts, feelings, etc. for each meeting of the class and meetings of their team (both inside and outside of class). The journal requirement is an exercise in self-reflection. The comments you make in your journal will reveal your personal reactions to the class, how you conceptually put these experiences into some perspective, and what you have learned from this experience. You might start the first entry by writing about what happened during the first class session and how you felt about the class. In addition to these comments in your journal entry you should also indicate how your observations relate to team concepts you read in your text, the assigned articles, and our class discussions. This is not a task that can be reconstructed too long after the fact, but must be kept current. Thus, you will need to submit your journal entry via Canvas each week by **Friday at 11:59 p.m.**

**YOU WILL NEED A JOURNAL ENTRY FOR EACH WEEK OF CLASS AS WELL AS AN ENTRY FOR EACH TIME YOUR TEAM MEETS OUTSIDE OF CLASS.**

*Please note, your entries will be completely confidential. Only I will read and grade them.*

**Quizzes (160 points total):**
It is imperative that you read the assigned material in order to contribute to class discussion as well as contribute to your team. As such, I reserve the right to provide you with pop quizzes throughout the semester as an opportunity to demonstrate your preparation for class.

**Reflected Best Self Report (25 points):**
Each individual will collect data on their best self, analyze this information, and provide a written report detailing this effort and the conclusions reached. A separate handout will be provided at a later date with additional details.

**Group Process Analysis Paper (60 points):**
Each team will write **(as a team)** a paper documenting their experiences that applies appropriate course material to explain these experiences. A separate handout will be provided at a later date with additional details.
Group-Led Facilitation (60 points):
Each group will lead the class in an exercise of their choice. This will occur in the latter part of the semester to give groups an opportunity to participate in and observe various activities led by the instructor. Once groups are formed and the instructor knows how many weeks to plan for group-led activities, I will assign activity dates and provide at least one class session for groups to prepare.

Personal Learning Paper (40 points):
Students will write a concise paper documenting what they have learned about work teams and themselves from participating in this course. A separate handout will be provided at a later date with additional details.

Points Possible:
- Personal Journal and Learning Logs: 255
- Quizzes (cumulative): 160
- Reflected Best Self Report: 25
- Group Process Analysis Paper: 60
- Group-Led Facilitation: 60
- Personal Learning Paper: 40
- Total: 600

To calculate your grade, then, you only need to divide the total number of points you’ve earned to date by the total points possible to date. At the end of the semester, you only need to take your total points and divide by 300 to give you your grade as a percent. The grading scale is as follows:

- **A**: 90% to 100% ≥540 points
- **B**: 80% to 89% 480-539
- **C**: 70% to 79% 420-479
- **D**: 60% to 69% 360-419
- **F**: Equal to/Under 59% ≤359

The instructor does not round grades (e.g. 89.99% = B; 90.00% = A) nor does she use the fractional grading system.

Attendance and Participation:
Due to the nature of this course and my assumptions about learning, **attendance and active class participation are mandatory and required of all class members**. At my discretion, an individual’s grade may be increased due to superior in-class participation that helps create enhanced learning opportunities for other class members. In addition, lack of attendance and appropriate participation will result in a lower individual grade.
**COURSE CALENDAR**

Essentially, the class will be organized with discussion occurring on Tuesdays and activities on Thursdays. This is not to say that we will always be able to follow this schedule, but it is my intent to do so.

*PLEASE REMEMBER TO SUBMIT YOUR PERSONAL JOURNAL AND LEARNING LOG ONLINE VIA CANVAS BY 11:59 P.M. FRIDAY EACH WEEK OF CLASS, INCLUDING THE FIRST WEEK. YOU MAY SUBMIT THESE TEXT ENTRY BOX OR FILE ATTACHMENT.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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| 1/15   | Introductions Expectations TED talk | MBTI assignment
Team Player survey
<p>| 1/20   | Effective Teams (organize into your semester teams) Text: Introduction, Ch. 1 Articles (on Canvas): ‘Eight Ways to Build Collaborative Teams’ ‘The Discipline of Teams’ |
| 1/22   | ACTIVITY Where Your Name Comes From (for listening and empathy and to bridge our differences) Article (on Canvas): ‘The Three Pillars of a Teaming Culture’ <a href="http://blogs.hbr.org/2013/12/the-three-pillars-of-a-teaming-culture/">http://blogs.hbr.org/2013/12/the-three-pillars-of-a-teaming-culture/</a> |
| 1/27   | Clear Goals                     | Text: Ch. 2                                                             |
| 1/29   | ACTIVITY Travel Exercise: Goal Interpretation. Travel 100 miles on foot and work immediately upon arriving at your location. |
| 2/3    | Results-Driven Structure (Types of Teams) Text: Ch. 3 Articles (on Canvas): ‘The Myth of the Top Management Team ‘Can Absence Make a Team Grow Stronger Offbeat Teams (what type are each of these?): <a href="http://money.cnn.com/popups/2006/fortune/greatteams_teamonomics/fragmeset.exclude.html">http://money.cnn.com/popups/2006/fortune/greatteams_teamonomics/fragmeset.exclude.html</a> |
| 2/5    | ACTIVITY Murder Mystery (link to MBTI) |
| 2/10   | Competent Team Members; Best-Self Text: Ch. 4 Article (on Canvas): ‘How to Play to Your Strengths’ |
| 2/12   | ACTIVITY Handout on best self-report, Egg Transport (role allocation, different types of competencies) |</p>
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<th>Date</th>
<th>Activity/Study</th>
<th>Details</th>
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| 2/17 TUE | Unified Commitment | Text: Ch. 5  
Anchorman (ultimate example of unified commitment): [http://www.youtube.com/watch?v=tCWjo1ymhGs](http://www.youtube.com/watch?v=tCWjo1ymhGs)  
Article (on Canvas):  
‘Firing Up the Front Line’ |
| 2/19 THU | ACTIVITY | Case: ‘The Team That Wasn’t’ |
| 2/24 TUE | Collaborative Climate | Text: Ch. 6  
Article (on Canvas):  
‘The Enemies of Trust’ [http://www.ted.com/talks/onora_o_neill_what_we_don_t_understand_a bout_trust.html](http://www.ted.com/talks/onora_o_neill_what_we_don_t_understand_a bout_trust.html) |
| 2/26 THU | ACTIVITY | TimeLines/Minefield/Perfect Square (vulnerability to demonstrate trustworthiness) |
| 3/3 TUE | Standards of Excellence | Text: Ch. 7  
Good to Great chapters |
| 3/5 THU | ACTIVITY | Build a Tower, Build a Team (aka Marshmallow Exercise) (what is the standard, how do individual and team pressures affect performance) |
| 3/10 TUE | External Support and Recognition | Text: Ch. 8  
NOTE: LAST DAY TO DROP COURSE WITH “W”  
Good to Great chapters |
| 3/12 THU | ACTIVITY | Team Compliment Day/Plane Crash Exercise-Grey’s Anatomy scene lead-in (with different leadership instructions for each team-majority democracy, tyrant (male/female split) with shared information, sole informer without shared information |
| 3/17 TUE | Principled Leadership | Text: Ch. 9  
Good to Great chapters |
| 3/19 THU | IN-CLASS PREP | PREPARE FOR STUDENT TEAM-LED ACTIVITY |
| 3/23-3/27 | SPRING BREAK | RELAX! |
| 3/31 TUE | IN-CLASS PREP | PREPARE FOR STUDENT TEAM-LED ACTIVITY |
| 4/2 TUE | ACTIVITY | TEAM 1 |
| 4/7 TUE | Debrief | Class evaluations, team-led discussion |
| 4/9 THU | ACTIVITY | TEAM 2 |
| 4/14 TUE | Debrief | Class evaluations, team-led discussion |
| 4/16 THU | ACTIVITY | TEAM 3 |
| 4/21 TUE | Debrief | Class evaluations, team-led discussion |
Final Exam period:
- Students who find conflicts in their examination schedule must notify instructors as soon as possible.
- Any students having more than three examinations scheduled in any one day may notify the instructor of the last examination listed and ask for alternate arrangements to be made for examination.

*Schedule is subject to change. Changes will be announced in class and/or on Canvas.

**ADMINISTRATIVE INFORMATION**

**Punctuality:** Part of my role as the instructor is to help you to understand the importance of punctuality in your future endeavors. Your future managers (and you, if you become one!) will likely not tolerate showing up late for work on a consistent basis. Thus, I reserve the right to revoke any points given during a particular class (participation, quiz, or otherwise) if you show up significantly late to class.

**Electronic Devices:** There are no electronic devices permitted during class time (cell phones, laptops, etc…)

**Excused Absence:** For documented severe illness or death in the immediate family.

**Authorized Absence:** It is University policy that “Students making satisfactory progress in their classes will be excused from classes when they are representing New Mexico State University on a university sponsored event (e.g., ASNMSU President represents NMSU at legislative session, student-athletes competing in NMSU scheduled athletic events or education field trips and conferences). Authorized absences do no relieve the student of class responsibilities. Prior written notice of the authorized absence will be provided to the instructor by the sponsoring department.”
**Religious Absence:** It is the student’s responsibility to review the class schedule attached to this syllabus, and to inform the instructor in writing within the first two weeks of class of a student’s religious reason for requesting an excused absence from class.

**Incompletes:** See the undergraduate catalog for complete policy details. Incompletes are rarely awarded; however, under special circumstances incompletes may be awarded for passable work that could not be completed due to circumstances beyond the student’s control (e.g. severe illness, death in the immediate family). These circumstances must have developed after the last day to withdraw from the course (10/16). Requests for “I” grades should be made to the instructor, but must be approved by the head of the Department of Management. Do not ask for an “I” grade in lieu of a “D” or “F” grade.

**Academic Integrity:** Cheating is forbidden. This includes plagiarism. Please refer to the following link for more information: [http://lib.nmsu.edu/plagiarism/](http://lib.nmsu.edu/plagiarism/). Ask me if you are unsure! Anyone found violating this policy will receive an “F” in the course and be subject to further sanctions as indicated in the Student Code of Conduct including possible dismissal from the academic program or the University. It is your responsibility to be familiar with this code.

**Withdrawals:** It is the responsibility of the student to know important dates such as University drop dates.

**ADA Statement:** Feel free to call the Student Accessibility Services (SAS) Office at 575-646-6840 or email at sas@nmsu.edu with any questions you may have on student issues related to the Americans with Disabilities Act (ADA and/or Section 504 of the Rehabilitation Act). Students requesting accommodation and/or services relating to a disability may seek assistance from the SAS Office located in Corbett Center, Room 244. All medical information will be treated confidentially. If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SAS within the first two weeks of classes. It is your responsibility to inform either your instructor or an SAS representative in a timely manner if services/accommodations provided are not meeting your needs.

**Discrimination/Harassment:** Questions regarding NMSU’s non-discrimination policy and discrimination complaints should be referred to the Office of Institutional Equity, 575-646-3635.
STUDENT RESOURCES:

**Academic Survival Kit:** Business Writing and Presentation Resources can be found online at: http://business.nmsu.edu/students/survival-kit/

**NMSU Writing Center:** http://english.nmsu.edu/resources/writingcenter/undergrad.html

**NMSU Student Success Centers:** http://ssc.nmsu.edu/

**Purdue Online Writing Lab:** http://owl.english.purdue.edu/

**NMSU Career Services:** http://careerservices.nmsu.edu/