

**Spring Quad 2 2026**

<b>Meeting days:</b> Monday - Sunday	<b>Instructor title and name:</b> Dr. Judy Holmes
<b>Meeting times:</b> Asynchronous: (Course Lecture, discussions, and assignment submissions) Synchronous: (e.g., students meeting on Zoom with group members, and/or students giving a presentation live to professor on Zoom)	<b>Phone:</b> 785-819-3309
<b>Meeting location:</b> Online	<b>E-mail:</b> jholmes1@pointloma.edu
<b>Final Exam:</b> NA	<b>Office location and hours:</b> Remote / Mon – Sat 9AM-4PM

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Fermanian School of Business Mission**

**Character – Professionalism – Excellence – Relationships – Commitment - Innovation**

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

**COURSE DESCRIPTION**

This course focuses on the formation and development of teams in diverse organizations through effective leadership and the utilization of team building to achieve organizational effectiveness. Topics include team communication styles, stages of team development, functions of groups, trust and cohesion, team dynamics, and creativity and innovation. In addition, virtual teams and the impact of technology on leading teams is considered.

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**COURSE LEARNING OUTCOMES**

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1. Exhibit an understanding of the stages of team development (PLO 1 & 5).
2. Appraise the benefits of team diversity and inclusiveness. (PLO 5 & 6)
3. Apply effective teamwork and communications practices through cooperative and competitive interactions. (PLO 2, 4 & 5)
4. Assess effective team leadership and collaboration. (PLO 2 & 5)
5. Justify team decisions based on data analysis. (PLO 2 & 5)
6. Formulate action plans as a team using collaboration and problem-solving skills. (PLO 2 & 5)
7. Evaluate team performance including trust, creativity, communication and innovation as part of team dynamics. (PLO 2 & 5)

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**COURSE CREDIT HOUR INFORMATION**

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

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**REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

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1. Levi, D., & Askay, D. A. (2020). *Group dynamics for teams* (6th ed.). SAGE Publications, Inc. (US).
2. <https://bookshelf.vitalsource.com/books/9781544309682>

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**ASSESSMENT AND GRADING**

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Assignment distribution by percentage: <ul style="list-style-type: none"><li>• Weekly Discussion Questions (190 pts) 19%</li><li>• Weekly Team Assignments (360 pts) 36%</li><li>• Writing Assignments (150 pts) 15%</li><li>• Final Group Presentation (225 pts) 22.5%</li><li>• Team member Evaluation (50 pts) 5%</li><li>• Final Reflection (25 pts) 2.5%</li></ul>	Grade scale: A= (930-1,000 pts) 93-100% A- (900-929 pts) 90-92% B+= (870-899 pts) 87-89% B= (830-869 pts) 83-86% B- (800-829 pts) 80-82% C+= (770-799 pts) 77-79% C= (730-769 pts) 73-76% C- (700-729 pts) 70-72% D+= (670-699 pts) 67-69% D= (630-669 pts) 63-66% D- (600-629 pts) 60-62% F= (0-599 pts) 0-59%
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**INCOMPLETES AND LATE ASSIGNMENTS**

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

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**ARTIFICIAL INTELLIGENCE (AI) POLICY**

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You are allowed to use Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in

any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **CONTENT WARNING**

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I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## **TRIGGER WARNING**

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I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## **SPIRITUAL CARE**

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PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request please email [mvchaplain@pointloma.edu](mailto:mvchaplain@pointloma.edu).

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

## **LANGUAGE AND BELONGING**

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Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and

believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

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In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **GPS ACADEMIC RESOURCES**

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PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **[The GPS Writing Center](#) offers:**
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - **[Research Help Guide](#)** to help you start your research
  - The physical office is located on the third floor of the **[Mission Valley Regional Center](#)** off the student lounge
- **[Academic Writing Resources Course](#)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **[Watch a quick video run-through](#)** and take time now to explore!
- **[Tutoring](#)**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

**NOTE:** The following policies are to be used without changes:

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### **STATE AUTHORIZATION**

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State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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### **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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### **PLNU RECORDING NOTIFICATION POLICY**

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In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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### **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **COURSE MODALITY DEFINITIONS**

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1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.

a. Synchronous Courses: At least one class meeting takes place at a designated time.

b. Asynchronous Courses: All class meetings are asynchronous.

2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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### **Synchronous Attendance/Participation Definition**

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

### **Online Asynchronous Attendance/Participation Definition**

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

### **USE OF TECHNOLOGY**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

## COURSE SCHEDULE AND ASSIGNMENTS

Date Presented	Assignment	CLASS CONTENT OR ASSIGNMENT	Points	ASSIGNMENT DUE DATE
March 16, 2026	Week 1 Introduction	Introduce yourself to the class	10	March 20, 2026
March 16, 2026	Week 1 Canvas Studio DQs & Responses	Review the Canvas Studio lecture and respond to the two questions at the end of the recording.	20	March 20, 2026
March 16, 2026	Week 1 Team SF Grid	Prepare with your team the StrengthFinders Grid	20	March 22, 2026
March 23, 2026	Week 2 Canvas Studio DQs & Responses	Review the Canvas Studio lecture and respond to the two questions at the end of the recording.	20	March 24, 2026
March 23, 2026	Week 2 Discussion Question & responses	Explain what team cohesiveness means to you and how a team can work to improve cohesiveness and trust among its members.	20	March 24, 2026
March 23, 2026	Week 2 Team Charter	Prepare with your team a Team Charter	50	March 29, 2026
March 30, 2026	Week 3 Canvas Studio DQs & Responses	Review the Canvas Studio lecture and respond to the two questions at the end of the recording.	20	March 31, 2026
March 30, 2026	Week 3 Team Meeting Recording	Record at least one team meeting to demonstrate your team's ability to communicate, assign tasks, and bring a cooperative and/or competitive spirit to the discussions.	50	April 6, 2026
March 30, 2026	Week 3 - Writing Assignment	<p>Prepare a paper addressing the Team Leadership Challenge listed on page 275 of the textbook by Levi &amp; Askay (2021). The following should be discussed and analyzed in your paper:</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of having diverse and inclusive teams.</li> <li>2. How should you as the professor distribute the few women engineering students among the project teams?</li> <li>3. Are there any actions you should take to provide support for the women students in the class?</li> </ol>	75	April 6, 2026

		<p>4. How do you handle complaints from women students about team relations?</p> <p>Your paper should be between 750-1000 words and be formatted in APA 7th edition, including a title page and a reference page. Provide at least three resources to support your claims, ideas, and thoughts.</p>		
April 6, 2026	Week 4 Canvas Studio DQs & Responses	Review the Canvas Studio lecture and respond to the two questions at the end of the recording.	20	April 7, 2026
April 6, 2026	Week 4 Team Meeting Recording	Record at least one team meeting to demonstrate your team's ability to communicate, make decisions, provide healthy conflict, and bring a cooperative and/or competitive spirit to the discussions.	50	April 12, 2026
April 6, 2026	Week 4 - Writing Assignment	<p>Prepare a paper addressing the Team Leadership Challenge listed on pages 147-148 of the textbook by Levi &amp; Askay (2021). The following should be discussed and evaluated in your paper:</p> <ol style="list-style-type: none"> <li>1. The challenges that the team is facing,</li> <li>2. how you as a leader can reduce the negative emotions in this situation,</li> <li>3. how will you build trust among the group, and</li> <li>4. what can be done to negotiate an agreement among the four groups?</li> </ol> <p>Your paper should be between 750-1000 words and be formatted in APA 7th edition, including a title page and a reference page. Provide at least three resources to support your claims, ideas, and thoughts.</p>	75	April 12, 2026

April 13, 2026	Week 5 Canvas Studio DQs & Responses	Review the Canvas Studio lecture and respond to the two questions at the end of the recording.	20	April 14, 2026
April 13, 2026	Week 5 - Team's Menu	Prepare a menu, including prices to demonstrate your team's ability to make decisions and work cohesively.	20	April 19, 2026
April 13, 2026	Week 5 - Team's Action Plan	Prepare an action plan to launch the food truck. Teams will be evaluated on their ability to communicate, use effective decision-making, evidence of team trust, conflicts are resolved, and individuals bring a cooperative and/or competitive spirit to the discussions.	50	April 19, 2026
April 20, 2026	Week 6 Canvas Studio DQs & Responses	Review the Canvas Studio lecture and respond to the two questions at the end of the recording.	20	April 21, 2026
April 20, 2026	Week 6 - Team's P&L	Prepare the business' profit and loss statement or budget for the first year. Teams will be evaluated on collaboration and innovation.	20	April 26, 2026
April 20, 2026	Week 6 - Team's Advertisement	Prepare an advertisement for your business. Teams will be evaluated on creativeness and innovation.	50	April 26, 2026
April 27, 2026	Week 7 Canvas Studio DQs & Responses	Review the Canvas Studio lecture and respond to the two questions at the end of the recording.	20	April 28, 2026
April 27, 2026	Week 7 - Team's Presentation	<p>Communicate, collaborate, and develop the presentation for your team's Food Truck launch.</p> <p>The presentation should give an overview of what the team decided on for the Food Truck name, location, menu items, prices, customer target market, advertising, and the justification for these decisions. Also, the presentation should discuss the following:</p> <ul style="list-style-type: none"> <li>• The team's process through the stages of development (did they move through the stages in order or go back and forth,</li> </ul>	225	May 3, 2026

		<p>was any stage more difficult than the rest),</p> <ul style="list-style-type: none"> <li>• what forms of communication were used since you were a virtual team and was this effective,</li> <li>• what decision models were used in your team's decision-making process,</li> <li>• what conflict(s) arose in your team and how were the conflicts resolved, and</li> <li>• did the diversity of the team help to support the team's tasks and effectiveness?</li> </ul>		
April 27, 2026	Reflection of Team Performance	<p>Reflect on the team project and what was learned in this class. Your submission should address the following questions:</p> <ol style="list-style-type: none"> <li>1. What lessons were learned in this class?</li> <li>2. What worked well in your teams, and what was a challenge?</li> </ol> <p>What could be changed in the team project for future virtual teams?</p>	25	May 3, 2026
May 4, 2026	Week 8 Canvas Studio DQs & Responses	Review the Canvas Studio lecture and respond to the two questions at the end of the recording.	20	May 5, 2026
May 4, 2026	Week 8 - Team's Recording for team member recognition	Meet in your teams and record the meeting in Zoom. Each member of the team should discuss what strengths each team member brought to the team project. Post the team meeting.	50	May 10, 2026
May 4, 2026	Week 8 - 360 Evaluation	Complete the Team Member 360 Evaluations	50	May 10, 2026
		Total	1,000	