



Spring 2018

Meeting days: Tuesday and Thursday	Instructor title and name: Dr. Jeff Birdsell
Meeting times: 1:30-2:45 pm	Phone: 619-849-3370
Meeting location: Cabrillo 102	Office location and hours: Cabrillo 204 Tuesday 8:00-9:30 am, 2:45-4:15 pm Thursday 8:00-9:30 am (other times available for appointments)
Final Exam: Tuesday, May 1 1:30-4pm	E-mail: jebirdse@pointloma.edu Twitter: @ProfBirdsell

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Analysis of the communicative behavior of group members. Theory, methods, and practical application in developing the art of communicating effectively in a variety of task-oriented groups.

COURSE LEARNING OUTCOMES

By the end of the semester, you should:

- Understand the unique aspects of communicating in a team, organizational, and workplace settings.
- Know multiple theories about team communication.
- Become a more effective communicator in team and group contexts.
- Gain real-world experience working in teams and applying your communication knowledge to address organizational issues.
- Reflect on your own group involvement by relating experiences to theories.

PROGRAM LEARNING OUTCOMES

As a required course for a degree in Managerial and Organizational Communication, this course will contribute to the following PLOs

- Develop a sophisticated understanding of communication as the negotiation of meaning.
- Display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.

- Formulate a thesis, organize a complex idea, and support it with appropriate evidence using proper grammar and punctuation.
- Demonstrate an ability to present themselves in a professional manner including resume, interview skills, and presentations.
- Demonstrate an understanding and ability to work collaboratively in a group.
- Analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, data bases, and collecting and analyzing empirical data.
- Demonstrate an understanding of basic theoretical concepts relative to organizational behavior including scientific management, systems theory, and organizational culture.
- Integrate a Christian perspective of values and ethics in their communication in interpersonal, small group organizational and intercultural contexts.
- Develop an awareness of multiple approaches to leadership and develop a personal leadership philosophy.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Readings posted to Canvas (see daily calendar for details)

ASSESSMENT AND GRADING

During the course of the semester you will be responsible for the following written assignments. These assignments are designed to address the course objectives. Some will require you to work in a group. See the descriptions below and the detailed instructions at the end of the syllabus for more details.

Assignment Distribution:		Grade Scale						
		Percentage			Points			
Reflection 1	2 % (10 pts)	A	93	-	100	465	-	500
Exam 1	10% (50 pts)	A-	90	-	92.9	450	-	465
Student Led Discussion (individual)	2 % (10 pts)	B+	87	-	89.9	435	-	450
Group Led Discussion	6% (30 pts)	B	83	-	86.9	415	-	435
Reflection 2	2 % (10 pts)	B-	80	-	82.9	400	-	415
Exam 2	10% (50 pts)	C+	77	-	79.9	385	-	400
Reflection 3	2 % (10 pts)	C	73	-	76.9	365	-	385
Simulation	10% (50 pts)	C-	70	-	72.9	350	-	365
Team Reflection Presentation	12% (60 pts)	D+	67	-	69.9	335	-	350
Client Case Presentation	12% (60 pts)	D	63	-	66.9	315	-	335
Client Report	24% (120 pts)	D-	60	-	62.9	300	-	315
Class Participation	8% (40 pts)	F	0	-	59.9	0	-	300

INCOMPLETES AND LATE ASSIGNMENTS

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 in extremely unusual circumstances. Assignments turned in past due will be accepted but the grade will be reduced by 10% as soon as the assignment is tardy and another 10% for every 24 hour period after that.

GRADING

Regardless of your prior experiences with grading, I am insistent that a “C” is considered “average” or acceptable work, grades of “B” and “A” are awarded for above average and exceptional work respectively. Normally, those students receiving A’s represent the top 10 - 25% of a class.

There is a 24-7 rule in this class: you must wait at least 24 hours after receiving a grade to discuss it, and no later than 7 days. Any discussion of grades must occur outside of class time. I will gladly talk

about assignments (non-grade issues) past the 7-day period. To avoid confusion, you must (a) document the error in writing, (b) state why you think it is an error (based on the syllabus (course expectations, grading policies, etc.) and specific assignment details.), and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious). These matters will be dealt with promptly. (If an error had been made which benefits you, please accept it as a “gift” which does not need to be reported.)

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

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.

PLNU ACADEMIC HONESTY POLICY

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 [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU’s Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

CLASS ATTENDANCE AND PARTICIPATION

Your attendance will be recorded when you sign in to the daily form that is passed around the classroom. You are responsible to ensure that your signature has been collected on the form. There is not stronger evidence that you were in attendance. If you did not sign in, you will be counted as having missed class regardless of other evidence you may provide.

Missing class will negatively impact your grade in the following way:

- If you miss 0 classes = No impact on final grade
- If you miss 1 class = No impact on final grade
- If you miss 2 classes = 2% reduction of final grade
- If you miss 3 classes = 3% reduction of final grade
- If you miss 4 classes = 4% reduction of final grade
- If you miss 5 classes = 5% reduction of final grade, etc.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

While technological resources have made it possible to exchange messages at a greater rate, particularly through email, please remember that just because you're available to send a message doesn't mean I'm available to respond to those messages. I especially frown upon frantic emails sent hours before an exam or assignment. I typically respond to email within one 24-hour school day (M – F). For example, if you email me at 1:00pm on Wednesday afternoon, I will typically respond by 1:00pm on or before 1:00pm on Thursday afternoon. If you email me at 9:00 am on Saturday morning, I will typically respond on or before 9 am on Tuesday morning. It is your responsibility to plan ahead.

Research summaries I have read, along with my own experience as both an instructor and a student, suggest that taking notes by hand on paper improves information retention. If you are taking notes on a laptop or tablet, please disable your connection to the internet unless otherwise instructed.

Please silence your phone when you are in class. If a call or text interrupts our class session, I reserve the right to answer the phone on your behalf and/or make fun of an unoriginal ringtone.

ASSIGNMENTS AND READINGS

All assignments must be typed (double-spaced, 8.5" x 11" paper, one-side, 225-250 wpp, 1" margins, 12pt font, Times New Roman or Courier typeface) unless otherwise instructed. Use the APA style guide where necessary (see <https://owl.english.purdue.edu/owl/resource/560/01/> for formatting assistance). Written assignments and readings are due at the beginning of class on the appropriate day. Quizzes and online discussions are due according to the times listed in Canvas and on the attached calendar. The most likely time for your computer/internet connection to crash or printer to die/run out of ink, is minutes before an assignment is due. Please plan ahead.

ASSIGNMENT INSTRUCTIONS, RUBRICS, AND CALENDAR

Some of your assignments will be completed individually, and some will be completed in teams. Team Assignments are denoted with an asterisk (*).

Client Project: Report & Presentation*

Your main assignment this semester will be a consulting project for an organization. You will work in teams to create a communication-related intervention that they can use to enhance their operations.

- **Case Presentation***. In teams, you will create a 6-to 8-minute presentation designed to convince the client to proceed with your plan (60 pts).
- **Case Report***. As a group, you will write a 1700-2500 word executive report that will summarize your recommendations for your client. This will include a 1-page summary, a short review of relevant literature, and detailed recommendations based on your work and research throughout the semester. A portion of your grade will be earned individually (120 pts).

Student-led Discussions (SLD). You will facilitate two student-led discussions – one as an individual and one with your team. For the individual discussion, you will present an article relevant to previous class discussion about teams (2-3 minutes). For the group discussion, your team will create a 30-minute presentation/discussion on a topic related to teams. The team discussion will involve assigning readings for other students as well as engaging them in discussion (10 pts for individual presentation; 30 points for team presentation).

Personal Reflection Essays will consist of 1-2 single-spaced pages each. Personal reflections are individual assignments. Specific instructions will be provided for each reflection; these assignments are designed to synthesize knowledge you have gained through your personal team experiences and our class readings/activities. Essays will be graded based on the depth of these connections (10 pts per essay).

Participation The participation portion of your grade is based your completion of in-class activities. Your final score will be the quotient of the number of activities in which you have participated divided by the number of activities in which you could have participated.

Exams (2) will use multiple choice, true/false, matching, short answer, and/or short essay formats. They will cover material from your readings, class lectures/discussions, and lecture notes. They are not cumulative (50 pts per exam; 100 points total).

The **Simulation** will be an activity that takes one class period to complete. You will be presented with hypothetical organizational scenarios and asked to address them using what you've learned in the course to that point. There are 4 prompts to address but you will only be provided with a prompt once you have completed the one that precedes it (50 pts).

Personal Reflection Instructions

Personal reflections are designed to facilitate analysis of your own experiences on teams and the teamwork on your class project team with our course readings and activities. Personal reflections should be 1-2 single-spaced pages in length. They will be graded on the depth of your reflection and analysis in the context of your experiences and through reference to at least two of the readings in the unit currently being discussed.

See due dates on syllabus:

Reflection 1: Looking Back - Your previous teamwork experience (previous personal experience) – 10pts.

Reflection 2: Looking Ahead - How to leverage your team member strengths for success (your team) – 10 pts.

Reflection 3: Looking In – Analyzing Your Client’s Team Culture (client culture) – 10 pts.

Personal reflections (3) will each be worth 10 points. Grading will be guided by the depth and thoroughness with which you address the following criteria (adapted from Kolb’s Model of Experiential Learning, 1984), as well as professionalism of your writing (conciseness and clarity, grammar, sentence/paragraph structure):

<p>What?</p> <p>Describe the facts.</p> <ul style="list-style-type: none">• What did you do?• What were the results of your work?• What did you observe around you?
<p>So What?</p> <p><i>Note: Indented, italicized bullets are required for Reflection 3; you can consider how you might adapt them for the first two reflections</i></p> <p>Analyze your experience in light of 1) team member dynamics and, if applicable at this time, your community partner, and 2) your own values.</p> <ul style="list-style-type: none">• How did this experience meet or not meet your expectations?• What surprised you?• What did the experience with your team (and, if applicable at this time, your client) reveal about the way you identify yourself and about your values?<ul style="list-style-type: none">• <i>What is the relationship between the community you helped serve and the community in which you live/work/study?</i>• <i>What did you learn about the community?</i>

- *What did you like/dislike about the experience?*
- How did this experience relate to course readings/curriculum?

Now What?

Analyze what might be the impact of the activity and relate this back to classroom learning.

- What are the larger issues associated with this activity?
- What sustainable solutions may address these issues?
- What did you learn about the team (or client) issue in general?
- What could you teach others about this issue?
- How have you been affected personally by this experience?

PERSONAL REFLECTION GRADING SHEET

Name: _____

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form?

(<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

DEPTH OF ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you used sources to ground your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

Student-Led Discussion Instructions: Individual and Group

There are two types of student-led discussion – individual and group. Each person will do one of each, for a total of 40 points.

Individual Student-Led Discussion (10 points)

For the individual student-led discussion, you will be asked to find a news article related to team work (a case study example, new research findings, expert interview, etc.). You should link your discussion to at least one of the teams topics discussed in class prior to your presentation (2 pts). You will be graded on the relevance of your example (2 pts), and the depth of connections you make to class readings and/or your own personal experiences on teams (2 pts). Your individual discussion presentation should be brief, yet impactful. Time allotted for each individual presentation will be 2-3 minutes (2 pts). Please bring a copy of the article for me to keep (2 pts).

Group Student-Led Discussion (30 points)

For the group student-led discussion, you will work with your project team to lead a full class discussion related to the topic discussed during the previous class session (please note that it will be necessary for your team to begin your planning by completing that reading in advance). **You should also post 1-2 additional readings on Canvas one week before your presentation date, so that the class can read them before your presentation. These can be research articles or new stories, and should be “meaty,” content-rich articles from academic journals or mainstream business/news publications, such as *Harvard Business Review*, *New York Times*, *Washington Post*, *Wall Street Journal*, *Time*, *Newsweek*, *Fast Company*, *Business Week*, etc. (sources may be print or online).

Your team’s presentation should briefly summarize the main concepts in the article, then spend most of the time analyzing the article in the context of the relevant course reading, as well as engage the class in discussion. You will want to prepare 5 – 7 meaningful discussion questions, and also consider a plan “b” if the class does not respond to your questions as intended.

Each group member should speak for approximately the same amount of time. A PowerPoint presentation is recommended, but not required. Your group presentation should last approximately 15 minutes, with another 15 minutes for questions (questions may be integrated into your presentation, and or be placed at the end), for a total of 30 minutes.

You will be graded based on the clarity, relevance and depth of your team’s analysis, structure (introduction/body/conclusion and transitions), evidence of planning and preparation, and most importantly, the connections you make to the course reading during your presentation, as well as to your team’s selected readings.

GROUP LED DISCUSSION GRADING SHEET

Names: _____

Did you post the link, file, or instructions one week prior to the presentation?

No Yes

Were the articles suitable for the assignment?

No Yes

Did you stay within the time requirements (20 minutes) for the presentation?

No Yes

How well did you introduce your presentation?

Not included Below average Average Above Average Excellent

How well did you summarize the main concepts in the article?

Not included Below average Average Above Average Excellent

Was most of the time analyzing the article in the context of the relevant course reading?

Not included Below average Average Above Average Excellent

How well did you engage the class in discussion?

Not included Below average Average Above Average Excellent

Was there a plan "b" if the class did not respond to your questions as intended?

No Yes

How integrated and equal was each group member in terms of speaking time?

Not included Below average Average Above Average Excellent

Did the presentation look and feel like a single, cohesive presentation?

Not included Below average Average Above Average Excellent

How well did you conclude your presentation?

Not included Below average Average Above Average Excellent

Does the presentation leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

No Yes

Did you do something that allowed your presentation to stand out from other presentations?

No Yes

TEAM REFLECTION GRADING FEEDBACK FORM

Use the “what, so what, and now what” guidelines in the syllabus to elaborate on each of the following sections (Total time - 20-22 minutes):

***This assignment should NOT overlap with your case reports presentations.**

Background: (Approximately 5 minutes)/ **5 Points**

Notes:

Discussion on Client Content (Approximately 5-8 minutes)/ **25 Points.**

- Challenges/ struggles experienced while working with specific clients/organization.
- Met or violated expectations on working with group and/or organization. Has it been hard to break through/pinpoint a solution to the specified problem? What solutions are you currently entertaining? What are the advantages/disadvantages of each?

Notes:

Discussion on Group Dynamics (Approximately 5-8 minutes)/ **20 points**

- Discuss challenges with group dynamics and performance up-to-date. Has it been easier or harder than you expected to work as a team (etc.)?
- Remember to use the “what, so what, now what” guidelines.

Notes:

Q&A (Approximately 5 minutes)/ **10 points**

- Points will be granted based on how well you as a group facilitate the class conversation. It's not enough to just answer a question- keep the discussion going by connecting others comments and experiences to those your group has experienced/encountered

Notes:

Week	Dates	Topic	Readings	Graded Work Due
1	1/11	Course Introduction		
2	1/16	Are we a team or a group? (Intro to Teams)	Katzenbach, J. R., & Smith, D. K. (1993). The discipline of teams. <i>Harvard Business Review</i> , 71 (2), 111-120. Sundstrom, E. (1999). The challenges of supporting work team effectiveness. In E. Sundstrom (Ed.), <i>Supporting work team effectiveness: Best management practices for fostering high performance</i> (pp. 3-23). San Francisco: Jossey-Bass.	
	1/18	NO CLASS: REFLECTION WORK DAY		
3	1/23	How should teammates communicate?	LaFasto, F., & Larson, C. E. (2001). What makes a good team member? In <i>When teams work best: 6,000 team members and leaders tell what it takes to succeed</i> (pp. 1-32). Thousand Oaks, CA: Sage.	FIRST REFLECTION ESSAY
	1/25	Successful teams	LaFasto, F. M. J., & Larson, C. E. (2001). Team relationships: Simple and easy versus complicated and hard. In <i>When teams work best: 6,000 team members and leaders tell what it takes to succeed</i> . Thousand Oaks, CA: Sage.	
4	1/30	Exam 1		
	2/1	How can teams be innovative? (Creativity)	Thompson, L. (2003). Improving the creativity of organizational work groups. <i>Academy of Management Executives</i> , 17, 96-111.	
5	2/6	How can teams be innovative?		Student-Led Discussion (Bring Readings)
	2/8	What does it mean to be a leader? (Leadership)	Hackman, J. R., & Wageman, R. (2005). A Theory of Team Coaching. <i>Academy of Management Review</i> , 30(2), 269-287. Introduction to Avery, C. M., (2001). <i>Teamwork is an individual skill: Getting your work done when sharing responsibility</i> . San Francisco, CA: Berrett-Koehler Publishers.	Form Teams
6	2/13	What do I do when my teammates are wrong? (Conflict)	Smith, R. C., & Eisenberg, E. M. (1987). Conflict at Disneyland: A root-metaphor analysis. <i>Communication Monographs</i> , 54, 367-380. Ch 1 of Avery (2001)	
	2/15	Teams and Diversity	Brett, J., Behfar, K., & Kern, M. C. (2006). Managing Multicultural Teams. <i>Harvard Business Review</i> , 84 (11), 84-91.	
7	2/20	Teams and Diversity	Gratton, L., Voigt, A., & Erickson, T. (2007). Bridging Faultlines in Diverse Teams. <i>MIT Sloan Management Review</i> , 48(4), 22-29.	Group-Led Discussion (Bring Readings) **SECOND REFLECTION ESSAY DUE**
	2/22	Exam 2		
8	2/27	How can we strengthen team bonds? (Trust)	Albrecht, T. L. & Hall, B. J. (1991). Facilitating talk about new ideas: The role of personal relationships in organizational innovation. <i>Communication Monographs</i> , 58, 273-288.	
	3/1	How do we make decisions? (Decision Making)	Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before You Make That Big Decision. <i>Harvard Business Review</i> , 89 (6), 50-60. Frisch, B. (2008). When Teams Can't Decide. <i>Harvard Business Review</i> , 86 (11), 121-126.	Group-Led Discussion (Bring TRUST Readings)
9	3/6	NO CLASS: SPRING BREAK		
	3/8	NO CLASS: SPRING BREAK		
10	3/13	How do we make decisions? PART 2 (Decision Making)	Edge-Leadership Consulting (2009). <i>Decision-Making Styles Guide</i> . Retrieved from http://www.edge-leadership.com/images/Decision_Making_Edge-Leadership.pdf	Group-Led Discussion (Bring DECISION MAKING Readings)
	3/15	How is work culture different than other types? (Culture)	Edmondson, A. C. (2012). Teamwork On the Fly. <i>Harvard Business Review</i> , 90 (4), 72-80. Gino, F., & Pisano, G. P. (2011). Why Leaders Don't Learn From Success. <i>Harvard Business Review</i> , 89 (4), 68-44.	Group-Led Discussion (Bring Readings)
11	3/20	What does it mean to be connected? (Networks)	Krackhardt, D., & Hanson, J. R. (1993). Informal networks: The Company. In L. Prusak (Ed.), <i>Knowledge in Organizations</i> (pp. 27-49). Boston, MA: Butterworth-Heinemann. McDermott, R., & Archibald, D. (2010). Harnessing Your Staff's Informal Networks. <i>Harvard Business Review</i> , 88 (3), 82-89.	Group-Led Discussion (Bring Readings)
	3/22	Research Paradigms and Tools		Group-Led Discussion (Bring Readings)
12	3/27	Project Planning	In-class activity: Create Your Project Plan	
	3/29	NO CLASS: EASTER RECESS		
13	4/3	Narrative Consulting: Understanding Your Clients & Their Needs		**THIRD REFLECTION ESSAY DUE**
	4/5	Simulation		
14	4/10	NO CLASS: WORK DAY		
	4/12	NO CLASS: WORK DAY		
15	4/17	Team Reflection Presentations		
	4/19	Team Reflection Presentations		
16	4/24	Peer Review Day		Rough Draft of Final Report
	4/26	Individual Meetings		
Finals Week	5/1 1:30-4	Case Presentations		Final Report Due