PUBP 1142: Teams and Collaboration – Fall 2015

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Office: Room 216, Student Services Building (Flag Building) Class Time: TuTh 9:35 – 10:55 Class Location: Brittain Commons, 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 Journal (20%).   Your journal will be a place where you record your thinking. It is a form of reflection and also a place where you will respond to specific questions from the instructor. There will generally be a journal assignment every other week of the semester. Journal assignments will be given toward the end of each week and be due on Tuesday in class.

Personal Reflections	20%
Problem 1 Poster Presentation and Paper (team score)	35%
Problem 2 Film Presentation and Paper (team score)	35%
Peer Evaluation	10%

Problem 1 (35%)

Problem 1 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 poster presentation outlining their results. Directions for the paper and presentation will be provided in class.

Problem 2 (35%)

Unlike, problem 1, problem 2 will be of your own divination. At this point in the class, it will be up to you to propose an idea regarding some part of a grand challenge that you might want to address. You will pitch the idea to your classmates and they will pitch their ideas to you. Through a process of *Open Space* decision- making, we will create "birds of a feather" groups that will form teams to address the problem area. Each group will employ the "W" model learned in the first problem to create a draft proposal that they will take into the second semester. The product of problem 2 will be a video depiction of the problem/proposal and a short paper. Instructions and parameters' for these products will be provided in class.

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.

Teammate and Facilitator Evaluation (10%).

For each 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.

Administrative Policies

Policy on Classroom Professionalism.

The highest professional standards are expected of all members of the GC community. 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 at 9:35. **Students will be counted as absent after 9:50**. 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.

Email Policy: Please use "PUBP 1142" 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 PUBP 4803 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.

Flexibility:
The schedule described in the course outline is subject to change. The instructor will work with students to finalize weekly assignments in advance of each class period. I will endeavor to make assignments in a reasonable amount of time.

Required Texts
The One World Schoolhouse: Education Reimagined, Salman Kahn.

The Five Dysfunction's of a Team, Patrick Lencione.

Device Rule
No devices will be permitted in class. This includes all internet capable machines. They must be out of site as well. During the production of team project work, devices will be permitted on a limited basis.