

Course: OL405M-MN Teams and the Work Process
Cycle 1
Credit: 3.0 Credit Hours
Semester: Fall 2020
Time: M-F 8a-1p Conf. C July 6- Aug. 14 **Meeting dates July 27-31**
Instructor: Dr. Germaine D. Washington, D.M.
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Office Hours: Available upon scheduling

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

I. DESCRIPTION

This course will analyze how the organization of a strategic plan is effected by human effort through small group and teams of various composition bringing work to a higher level of quality for the end user.

II. OBJECTIVES

A. General competencies to be achieved. You will:

1. Comprehend organization and completion strategies for work (PLO 1-6)
(Assignment a-e)
2. Gain insight into the bureaucratic model and its usefulness (PLO 1,3,5,6)
(Assignment a)
3. Compare the relationship between strategic planning and team compositions for implementation of goals in a variety of circumstances (PLO 1-3)
(Assignment a-e)
4. Understand team dynamics in effecting quality control (PLO 1-4)
(Assignment a-d)
5. Study the psychological dynamics of people working in teams and how that affects other aspects of life (PLO 1-4) **(Assignment a-c)**

B. Specific competencies to be achieved. You will:

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

1. Prepare thinking and establish planning for teams to complete change in the organization (PLO 2,3,4) **(Assignment a)**
2. Follow the relationship between reengineering and work done by teams (PLO 3,4,5) **(Assignment a-e)**
3. Understand the comparison between work teams and small groups used in not-for-profit organizations (PLO 1-3) **(Assignment a-e)**
4. Learn and practice basic structure of small group communication (PLO 1,4,5) (Assignment a-e)
5. Study the role of leadership in teams and other small groups (PLO 2-5) **(Assignment a-e)**
6. Effectively participate in teams and other small groups in the controlled classroom setting (PLO 2-4) **(Assignment a-b)**
7. Practice the performance of verbal and nonverbal communication in groups (PLO 2,3,4) **(Assignment a-e)**
8. Achieve minimum competency to deal with conflict, cohesion, and decision making from a biblical worldview (PLO 2,4,6) **(Assignment e)**
9. Understand how to build trust and cooperation in teams and groups (PLO 2,3,4) **(Assignment a)**

III. MATERIALS

A. BIBLE - The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Other Textbooks

Engleberg, I. N. & Wynn, D. R. (2010). *Working in groups*, 5th Ed. ISBN- 978-0205658824 \$79.45 (Amazon)

Katzenbach & Smith. *The Wisdom of Teams*, ISBN – 9780060522001 \$15.00 (Amazon)

Maxwell, J. C, *The 17 Indisputable Laws of Teamwork* , ISBN – 978-0-7852-7434-6 \$11.89 (Amazon)

C. Class Assignments. Will be posted in Canvas. Students must complete all assignments to successfully pass this course.

IV. REQUIREMENTS

- A. Regular attendance/participation online.
- B. Reading texts, complete assignments, and participate in Canvas activities. Students will be expected to participate in discussion questions.
- C. Completion of course materials in each section according to the prescribed instructions and schedule.
- D. Writing – Complete assigned papers

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Business Administration students must to write papers according to the *Publication Manual of the American Psychological Association, Seventh edition (APA Manual)*.

Attendance: See Attendance policy in Canvas Announcements

- E. Complete Final Written Exam

V. METHODS

- A. Textbook Reading, Additional Required Reading or Research, Written Assignments, Student discussions.
- B. Grading

The Grading Scale can be found in the University Catalog.

Assignments-	40pts
Final Exam-	40pts
<u>Attendance, discussions, interaction-</u>	<u>20pts</u>
	= 100pts

VI. BIBLIOGRAPHY - The following are recommended for further study.

VII. TENTATIVE SCHEDULE

Day	Readings	Writing Assignment
D1	Read ch. 1-3 Indisputable Laws Read ch 1 Working in Groups	Assignment (a) due
D2	Read ch's 4-6 Indisputable Laws Read ch's 2-3 Working in Groups	Assignment (b) due
D3	Read ch's 7-9 Indisputable Laws Read ch's 4-5 Working in Groups	Assignment (c) due
D4	Read ch's 10-13 Indisputable Laws Read ch's 6-7 Working in Groups	Assignment (d) due
D5	Read ch's 14-17 Indisputable Laws Read ch's 8-9 Working in Groups	Final Exam (e)

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 75%	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p style="text-align: right;"><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p style="text-align: right;"><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p style="text-align: right;"><i>66 to 75 POINTS Grade:</i></p>
ORGANIZATION Including Readability & Style 20%	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p style="text-align: right;"><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p style="text-align: right;"><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p style="text-align: right;"><i>19 to 20 POINTS Grade:</i></p>
FORMAT 4%	<p>The paper does not conform to APA style. Students must use on or the other correctly.</p> <p style="text-align: right;"><i>0 POINTS</i></p>	<p>The paper does not conform completely to APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p style="text-align: right;"><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p style="text-align: right;"><i>2.1 to 4 POINTS Grade:</i></p>
GRAMMAR, PUNCTUATION, & SPELLING 1%	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p style="text-align: right;"><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p style="text-align: right;"><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p style="text-align: right;"><i>1 POINT Grade:</i></p>

By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must

“embrac[e] technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God’s agenda*. B & H Publishing: Nashville, TN.