I. COURSE DOMAIN AND BOUNDARIES

Complex problems today are frequently addressed and solved by teams of diverse thinkers. The most effective teams succeed when members understand themselves in the context of others, establish trust, and leverage the breadth of thought and experience the whole team represents. This course will help students understand their personal preferences and tendencies as it relates to their role on a team and its performance. Students will understand how to relate to those with different styles and how best to communicate successfully. They will understand how to deal with dysfunctional team behaviors and effectively diffuse these situations. Students will conclude the course with a personal code of ethics that represent their values and behavior as a team member and leader. Lastly, they will gain a deeper understanding of trust as the foundation of a successful team.

1. Purpose, structure and development stages of teams
2. Characteristics of successful teams
3. Behavior of successful teams
4. Greatest barriers teams face
5. How successful teams overcome barriers

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate ethical and professional behavior | C1 | Reinforced |
| Engage diversity and difference in practice | C2 | Reinforced |
| Engage with individuals, families, groups, organizations and communities | C6 | Reinforced |

MPH CORE COMPETENCIES AND PRACTICE BEHAVIORS

<table>
<thead>
<tr>
<th>MPH Competencies</th>
<th>Practice Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transdisciplinary Problem Solving</td>
<td>1. Integrate insights and approaches from a wide range of biological, behavioral, social, and public health disciplines</td>
</tr>
</tbody>
</table>
| **Leadership, Professionalism, Ethics** | 1. Demonstrate professional demeanor in behavior and communication  
2. Demonstrate leadership skills for collaboration and partnership among communities and organizations focused on public health goals |
| **Communication and Informatics** | 1. Demonstrate the ability to collect, manage, organize and present information clearly and concisely to different audiences through interpersonal and technology-mediated channels  
2. Understand how to capture, synthesize, communicate and disseminate ideas and data to diverse stakeholders to influence public health policy and practice. |

### III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

[Student Handbook 2019](#)

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the [Disability Resource Center](#), a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to
apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon relationship or sexual violence, including sexual harassment and stalking:** The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.
There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required readings listed below in Organization of Course
Recommended reference – on reserve at Brown School library
• Lencioni, Patrick (2002). The Five Dysfunctions of a Team
VI. ORGANIZATION OF COURSE

This course will meet for 3 hours per week for five weeks. It will consist primarily of discussion and in-class activities, supplemented by one guest presenter and lectures. The class is intended to assist students in understanding effective teams, particularly as students prepare for the workplace although the content is directly applicable to class teamwork. The classes will be structured more similarly to a professional/business meeting than a class setting; for example, on time attendance and active participation are fundamental business expectations.

VII. ROLE OF FACULTY AND STUDENT

Course Expectations:
The instructor will prepare and deliver course material; be available to students before or after class, and by appointment for consultation; and provide timely and clearly explained feedback upon request. The instructor expects students to be responsible for the material in class; complete assignments in a timely manner; come to class on time and fully prepared, having read all assignments; participate actively in class discussions; seek any necessary clarification regarding course expectations and assignments from the instructor; provide the instructor with feedback about the effectiveness of the course; and, take an active role in shaping a positive course experience. Any problems with meeting deadlines or completing assignments should be discussed promptly with the instructor.

VIII. ASSIGNMENTS AND GRADING CRITERIA

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
<th>Due dates</th>
<th>Returned by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments completed</td>
<td>15%</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Final Paper</td>
<td>35%</td>
<td>Oct 1 by 5pm CST</td>
<td>Oct 8 by 5pm CST</td>
</tr>
<tr>
<td>Timely Attendance and Active</td>
<td>50%</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
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</tbody>
</table>

Note: in lieu of grading homework assignments, it will be expected that your completion of assignments will be reflected in your class participation. Therefore, active participation is receiving a 50% weighting.

Final Grade Scale: 95 - 100 = A  90 – 94 = A-  87 – 89 = B+  84 – 86 = B  80 – 83 = B-
78 – 79 = C+  74 – 77 = C  70 – 73 = C-

FINAL ASSIGNMENT:
The final assignment is a one page paper that describes how you will use the learnings from this class in the future, when participating on a team. Consider the materials we covered: five dysfunctions outlined by Patrick Lencioni, the G/T/M model and five minute favor from Adam Grant, your MBTI learnings, how stages of teams develop, homework readings and the classroom discussions.
There is not a right or wrong to this assignment. It is intended for you to reflect on what you learned and describe how you will apply these new skills and knowledge.

After the content above, you will conclude with a 1-2 sentence personal statement of your values and beliefs — “your personal brand.” When you are finished with this statement, try this test: if a close friend or family member read it, they would firmly agree that it is an authentic depiction of you.

FORMAT for final assignment:
• the above content should be one page and be:
  o double spaced
  o 12pt font
  o 1” margins
  o if citations, APA style adherence
  o first person narrative

This assignment is due by October 1 at 5pm CST

IX. MSW COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENT</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal learnings from content, tools shared</td>
<td>C1</td>
<td>Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Readings</td>
<td>C1, C2, C6</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Class one: AUGUST 27

*BRING $16.95 IN CASH OR CHECK. Although no textbooks will be required for this class, students will be taking the Myers Briggs Type Indicator test. This $16.95 fee covers the cost for the test, the analysis of your answers and a customized report of your results.*

*Please bring your computer to class each week so online content can be accessed.*

As we meet during the dinner hour each week, bring food if you wish; we will have two breaks during class.

Your experience on teams will be the basis of class one discussion. Additionally, we will cover:
• the purpose, structure, developmental stages of teams
• you will draft a personal code of values and beliefs which will be submitted at close of class tonight
• the power of trust as the foundation of successful teams

HOMEWORK FOR CLASS TWO:

   *watch 4min 8sec video interview with author Susan Dominus*

This is an interview with Adam Grant, author of *Give and Take*. It will provide perspective on this successful Wharton organizational psychologist’s philosophy on givers, takers and matchers.
2.  https://www.youtube.com/watch?v=6dRKa700RaQ  first 2min 55sec min of video
This short video will provide an overview of the five dysfunctions of teams as defined by author Patrick Lencioni.

**Class two:  SEPTEMBER 3**
We will move from the tools discussed in class one to theories in class two.
- introduction to *Give and Take* by Adam Grant to understand givers, takers, matchers in a team context.
- overview of *The Five Dysfunctions of a Team* by Patrick Lencioni
- discuss Dysfunction One (Absence of Trust)
- discuss how Grant’s and Lencioni’s work alter your personal code of values and beliefs
- complete Myers-Briggs Type Indicator (MBTI)

NO HOMEWORK FOR CLASS THREE

**Class three:  SEPTEMBER 10**
Guest presenter Barbara Levin, MSW.
- Barbara will review your individual MBTI profile and how to use the feedback
- we will discuss the effect of MBTI individual preferences and differences on team performance

HOMEWORK FOR CLASS FOUR:
Review your personal MBTI and write a summary to share in class four: two personal insights and one personal challenge that could affect how you perform on a team. At the end of class four, you will submit this assignment electronically.

**Class four:  SEPTEMBER 17**
We will discuss your learnings from the MBTI
- insights and reflections from your MBTI profile
- we will cover Dysfunction Two (Fear of Conflict) and Dysfunction Three (Lack of Commitment)
- how does your personal code change with deeper knowledge of MBTI and Dysfunctions
- you will update your personal code, using the draft you began in class one

HOMEWORK FOR CLASS FIVE:
These articles will provide insight on the power of “psychological safety” for team members: an environment of trust, vulnerability and risk taking.

http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0


**Class five:  SEPTEMBER 24**
We will complete our discussion of the Five Dysfunctions of Teams and its application at the Brown School and in the workplace.
• indepth focus on Dysfunction Four (Avoidance of Accountability) and Dysfunction Five (Inattention to Results)
• summary of Five Dysfunctions model
• discuss how different team structures and stages (tools from class one) are affected by these Dysfunctions
• conclude with your insights and learnings:
  o how your personal belief system affects how you perform on a team
  o what strengths and weaknesses you have identified through the tools, readings and discussion