I. Course domain and boundaries
Complex problems are frequently addressed and solved by cohesive teams of diverse thinkers. All organizations are dependent upon effective teams, where goals and roles are clearly established, trust is fundamental, diverse perspectives are respected, inquiry is embraced, conflict is successfully managed, and dialogue leads to new ideas and commitments lead to action.

This course will provide an overview of research on team work emerging from social work and business literature. Emphasis will be on how professionals establish and manage group processes for success, including the differences between being a member of team and providing professional facilitation. There will be an emphasis on experiential activities to raise one’s own self-awareness of individual participation on teams. In addition, students will learn tools that can be directly utilized within their own diverse work settings, based on shared understanding of team work and group dynamics.

1. Purpose, structure and development stages of teams
   Characteristics of successful teams
2. Group Wisdom; Stakeholders and their different perspectives
3. Introduction to Leadership Coaching and how to apply to team work.
4. Team decision making and managing conflict
5. Leading and empowering team members; creating a culture of trust
6. Teams as the building block of strategic planning and community building

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>MSW Competency</th>
<th>C</th>
<th>Reinforced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical and professional behavior</td>
<td>C1</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations and communities</td>
<td>C6</td>
<td>Reinforced</td>
</tr>
</tbody>
</table>
### MPH CORE COMPETENCIES AND PRACTICE BEHAVIORS

<table>
<thead>
<tr>
<th>MPH Competencies</th>
<th>Practice Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transdisciplinary Problem Solving</strong></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:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2017-2018](#)

**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**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 English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. 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 which 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 include such...
activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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 sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and 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 directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umsth 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) 935-8761 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 shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of
Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

Required readings and videos listed below in Organization of Course

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>Class Participation</td>
<td>30%</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
<td>Monday April 2 by 5:30 pm CST</td>
<td>April 27</td>
</tr>
<tr>
<td>In-Class Reflections</td>
<td>15% (3 at 5% each)</td>
<td>In class Weeks 2, 3 &amp; 4</td>
<td>The following week</td>
</tr>
<tr>
<td>Homework Reflections</td>
<td>15% (3 at 5% each)</td>
<td>Due Weeks 2, 3 &amp; 4 – see syllabus</td>
<td>The following week</td>
</tr>
<tr>
<td>Co-facilitate teamwork activity</td>
<td>5%</td>
<td>Per class sign-up sheet</td>
<td></td>
</tr>
<tr>
<td>Present to class one term from final paper; Interview classmates on their presentations</td>
<td>5% your presentation 5% interview of classmates’ final presentation</td>
<td>Monday April 2 by 5:30 pm</td>
<td></td>
</tr>
</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-

IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENT</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly reflections one page summaries, weeks 2, 3 &amp; 4 Final paper – Personal lens on 5 teamwork terms</td>
<td>C1</td>
<td>Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Readings and videos</td>
<td>C1, C2, C6</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>

X. Course Outline

Class 1 – February 26

Overview of team work and group dynamics

No required assignments for the first class

Class work Week #1:

- Get to know each other – forming a team/group
- Types of teams and characteristics of Successful (and unsuccessful) teams
- Video of Harmony in the Workplace
  Video of Dance through the years
- Why people join teams/decision making groups
- Definition of “process”
- Role of the professional staff – When to step forward and when to step back
- Framework of the Five Stages
- Review expectations and all assignments

Week 2 – March 5

Group wisdom

Assignments for Class 2 Due March 5

1. Read
   Power of Welcome in Age of Loneliness
   Work Team Empowerment
2. Watch
   Megan Phelps-Roper - TedTalk Understanding over Hate
3. Write
   1 – 2 page reflection summary
   Individual interview on Characteristics of Successful Teamwork. Interview someone you don’t already know well about their own experiences with successful and disappointing groups as structured in Week #1 class exercise.
Class Work Week #2:
- Review of Class #1, Homework and In-Class Reflection
- Why team work – Patrick Lencioni video
- Classmates lead interactive exercise
- Interviewing skills – what do you share in common and how do you differ?
- Stakeholders in a nonprofit and their different perspectives
- Introduction to Leadership Coaching
- Applying Leadership Coaching to Teamwork
- Team work – Develop an issue to work on in Class #3

NO CLASS MARCH 12 – SPRING BREAK

Week 3 – March 19
Meetings, Decision Making and Collaborations
Assignments for Class 3 Due March 19
1. Read
   Why collaboration worked at Pixar
   Organizational Change leading to Social Change

2. Watch
   A. Dan Heath - Feelings
      https://www.youtube.com/watch?v=JhBzxy7CneM&app=desktop
   B. Dan Heath – Situation, not the Person
      https://m.youtube.com/watch?v=Qp1_6hufkoU
   C. Dan Heath – Making Strategy Simple
      https://www.youtube.com/watch?v=6GrwY51Sbo4&app=desktop
   D. Dan Heath – Finding the Bright Spots
      https://www.youtube.com/watch?v=zbLNOS7MxFc&app=desktop

3. Write
   1 – 2 page reflection summary –
   View from the Balcony - Option A) Observe a meeting and its dynamics. Option B) If unable to observe a meeting, you can also conduct an interview with an experienced facilitator on meeting management.

Class Work Week #3:
- Review of Class 2, Homework and in-class Reflection
- Classmates lead interactive exercise
- Different levels of collaboration
- Use of Agendas
- Building out your project
  Backwards Planning for Impact
- Special Guest on Teamwork – Prepare for interview
Class 4, March 26
Managing Change
Assignments for Class 4 due March 26

1. Read
   New York Times – What Google Learned from Its Quest to Build the Perfect Team

2. Watch
   TedTalk – Simon Sinek - Leadership and Trust
   Ted Talk – Amy Edmondson Building a Psychologically Safe Workspace
   Ted Talk – Rachel Botsman – Collaborative Consumption (building trust online)

3. Write
   1-2 page summary –
   Your view of trust, experience with trust (or lack of trust) and how it relates to team work. Include at least 3 references from professional sources. Include professional journal articles and publications such as Harvard Business Review.

4. Bring results from a previous personality test (e.g. Myers Briggs or DISC) OR take free VIA strengths survey and bring results to class #4.

Class Work Week #4
- Review of Class #3, Homework and in-class Reflection
- Classmates lead interactive exercise
- Why is decision making so hard?
- Expecting, Accepting and Embracing Conflict
- Managing Change – John Kotter 8 Stages of Change
  An exercise in inquiry
- Leadership characteristics - Revisit leadership coaching focused on your skills on a team. Your strengths and areas to improve (concept of overusing strengths).

Week 5, April 2
Building Community – locally, nationally and globally
Assignment for October 2

1. Read
   Your Three Feet of Influence

2. Watch
   Ted Talk – Krista Tippet - Reconnecting with Compassion
   Ted Talk - Bruce Feiler - Council of Dads
   Ted Talk - Black Lives Matter Movement
   Ted Talk – Hugh Evans - What Does it Mean to be a Citizen of the World

3. Complete Your Final Paper – Personal Lens on Five Teamwork Terms. 1-2 pages per teamwork term. Each description should highlight both research and your own experiences. Include at least 2 professional references per term.

4. Prepare presentation (no longer than 5 minutes) on one Teamwork Term included in your final paper. See yourself as an expert on that term to present to your classmates. Receive questions from classmates.
5. Be prepared to ask classmates questions about their presentations.

Class Work Week #5/Final Class:
- Review of Class #4
- Hand in final paper
- Classmates lead interactive exercise
- Individual presentations
- Creating community change – locally, nationally, globally, online
  World café model - Understanding human needs for community
  Margaret Wheatley on Community
  Why kindness, generosity, vulnerability and authenticity matter
- Group reflections – What I feel, what I know, what I want to do
- Course Evaluation