

ID 720, Sustainable Teams & Organizations, Spring, 2021

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- Department: College of Innovation & Design
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- Preferred Method of Contact: Email
- Office Hours: By appointment
- Classroom Day/Time: Online, Thursdays, 5:15pm – 8pm CST
- Prerequisites:

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Any changes to the syllabus will be communicated in class and posted in Blackboard.

Academic Integrity

Students at Wichita State University are expected to uphold high academic standards. WSU will not tolerate a lack of academic integrity. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm. When the faculty member determines sanctions are warranted for violations of academic integrity, regardless of severity, the faculty member must report the infraction to the Office of Student Conduct and Community Standards. If you need more information about the process or wish to appeal a decision, please visit https://www.wichita.edu/about/student_conduct/ai.php

Course Description

Assess and discuss the long-term sustainability of various philosophies and techniques used in the management of people and teams. This course will look at the impacts of these approaches in individual, team, and organizational settings.

In this course, students will learn the value of creating psychological safety in a team environment, its impact on transparency and performance, and techniques for facilitating constructive conflict to attain continuous improvement in a complex product development environment – with people. Students will also explore the impacts to team performance made by the following:

- human resource policies
- traditional project management techniques

- large organizational structures
- compliance & risk mitigation

Measurable Student Learning Outcomes

Upon successful completion of this course, students will be able to:

Undergraduate Outcomes:

1. Describe complex domains and how they apply to teams and organizations
2. List challenges associated with talent retention
3. Evaluate the domain of product development in which a team or organization is expected to perform (Clear, Complicated, Complex, Chaotic)
4. Describe common organizational policies and their potential impact on team performance
5. Describe characteristics of self-organizing teams
6. Identify techniques for supporting self-organizing and self-managing teams
7. Describe the concept of psychological safety
8. List techniques for improving psychological safety for individuals and teams
9. Identify and suggest organizational structures for improving psychological safety, team moral, and overall performance
10. Describe facilitation techniques for facilitating productive conflict
11. Facilitate team working sessions to identify and implement ideas for continuous improvement

Graduate Outcomes:

12. Describe complex domains and how they apply to teams and organizations
13. Map the complexity of teams and organizations
14. List challenges associated with talent retention
15. Evaluate the domain of product development in which a team or organization is expected to perform (Clear, Complicated, Complex, Chaotic)
16. Describe common organizational policies and their potential impact on team performance
17. Evaluate organizational policies and their impact on team performance
18. Describe characteristics of self-organizing teams
19. Identify techniques for supporting self-organizing and self-managing teams
20. Assess whether or not a team is self-organizing
21. Describe the concept of psychological safety
22. List techniques for improving psychological safety for individuals and teams
23. Determine the psychological safety of a team or organizational environment
24. Identify and suggest organizational structures for improving psychological safety, team moral, and overall performance
25. Describe facilitation techniques for facilitating productive conflict
26. Facilitate team working sessions to identify and implement ideas for continuous improvement

Required Texts/Readings Textbook

Stacey, Ralph D. and Chris Mowles. *Strategic Management and Organisational*

Dynamics. Pearson Education. 2016.

Tuckman, B.W., 1965. "Developmental sequence in small groups." *Psychological Bulletin* 65, no. 6, pp 384-399.

Src: <http://athena.ecs.csus.edu/~buckley/CSc190/GROUP%20DEV%20ARTICLE.pdf>

Edmondson, Amy C., 2004. "Psychological Safety, Trust, and Learning in Organizations: A Group-level Lens". In Trust and Distrust (Ed.), *Organizations: dilemmas and approaches* (pp 239-272). New York: Russell Sage Foundation.

Src:

https://www.researchgate.net/publication/268328210_Psychological_Safety_Trust_and_Learning_in_Organizations_A_Group-level_Lens

Other Readings

Stacey, Ralph D. *Complex Responsive Processes in Organizations: Learning and Knowledge Creation*. Routledge. 2006.

DeMarco, Tom & Timothy Lister. *Peopleware: Productive Projects and Teams*. Pearson Education. 2013.

Drucker, Peter F. *Managing Oneself*. Harvard Business Review. 1999.

Götz, Peter. *The Professional Scrum Team*. Pearson Education. 2021.

Werbach, Adam. *Strategy for Sustainability: A Business Manifesto*. Harvard Press. 2009.

Other Equipment/Materials

Access to Blackboard and your WSU email.

Class Protocol

It is expected that you attend all classes, arrive on time, and participate.

"Participation" involves reading the assignments thoroughly, reading any handouts provided for the week, watching all videos (including update videos I add throughout the semester), contributing to class discussions, and completing assignments.

To be successful in this class, you should check your student email daily and log in to Blackboard to review class materials and updates weekly.

If you are unable to attend class for any reason, it is expected that you will email the instructor **at least 24 hours in advance**, except in cases of emergency.

Contact Policy

Although you may attempt to reach me by phone, email communication is always preferred. Feel free to email me any questions or concerns following these guidelines:

- **Always** email me from your WSU email address. Email sent from personal email servers like Gmail, Yahoo, etc., have a tendency to end up in my spam folder, and I never see them. You may also email me through Blackboard via the Email My Instructor tab.
- You should NOT contact me for tech support.
 - Any technical problems involving your computer, or issues regarding file uploading or sharing, should go through the OneStop. You can contact them at 316-978-3909. You can also fill out a request for help form at their [website](#).
 - However, if you have a problem with access or uploading assignments, you *should* let me know before your assignment is due. You will also have to accompany this notification with the file in question, so I can verify that it is completed by the due date/time.

Response Time

To Email and Ask My Instructor Questions: I will respond within two business days. In cases where I am travelling or have set an out of office responder, responses may be delayed until my return date.

Feedback on Assignments: Feedback will be given during class for in-class discussion and presentations. Project feedback will be provided through Blackboard.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/Percentage	Letter Grade	Grade Points	Interpretation
	A	4.00	A range denotes excellent performance
	A-	3.70	
	B+	3.30	
	B	3.00	B range denotes good performance
	B-	2.70	
	C+	2.30	
	C	2.00	C range denotes satisfactory performance
	C-	1.70	
	D+	1.30	
	D	1.00	D range denotes unsatisfactory performance
	D-	0.70	

Points/Percentage	Letter Grade	Grade Points	Interpretation
	F	0.00	

Assignments

Undergraduate:

1. Read Tuckman's Model for group development. In a short write-up, discuss the following:
 - a. Is this model still relevant? Why or why not?
 - b. When have you seen this model in action?
 - c. When have you seen examples of this model fall apart?

2. Read Edmonson's discussion of psychological safety. Then, find 3 job postings for innovation managers (or something related). Consider the following:
 - a. Look for indications of listed leadership skills associated with psychological safety and discuss.
 - b. Consider the described job activities. Do they imply trust in individuals and teams? Why or why not?
 - c. What does the job description imply about the organization?
 - d. Would you want to work here? Why or why not?

Document your findings in a short write-up.

3. Group project** – TBD

Graduate:

1. Read Tuckman's Model for group development. In a short write-up, discuss the following:
 - a. Is this model still relevant? Why or why not?
 - b. When have you seen this model in action?
 - c. When have you seen examples of this model fall apart?

2. Read Edmonson's discussion of psychological safety. Then, find 3 job postings for innovation managers (or something related). Consider the following:
 - a. Look for indications of listed leadership skills associated with psychological safety and discuss.
 - b. Consider the described job activities. Do they imply trust in individuals and teams? Why or why not?
 - c. What does the job description imply about the organization?
 - d. Would you want to work here? Why or why not?

Document your findings in a short write-up. Prepare to present your findings to the class.

3. Group project** – TBD

****Note:** All group project participation will be graded by peer review.

Late Assignments

For each class period beyond the original due date, credit will be reduced by 10% of the overall points available. Assignments will not be accepted after two weeks beyond the original due date.

Missed Assignments and Exams

If you are unable to make an exam, it is expected that you will email the instructor **at least 5 days in advance**, except in cases of emergency. Arrangements can be made for a make-up exam.

Undergraduate vs. Graduate Credit

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Syllabus Policies and Student Resources

All students should familiarize themselves with the course-related policies and student resources that can be found at: **www.wichita.edu/syllabuspolicies**

These include, but may not be limited to:

Information on:

- COVID-19 conditions
- Important Academic Dates
- Academic Integrity
- Definition of a credit hour
- Video and Audio recording
- Shocker Alert System
- Intellectual Property
- CARE Team
- Counseling and Prevention Services
- Student Health Services
- Heskett Center and Campus Recreation
- Inclusive Excellence and Respect for Diversity
- First Generation Students
- Names and Pronouns
- Students with Disabilities

- Title IX
- Concealed Carry Policy

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	02/04	Complexity in team and organizational dynamics Team dynamics: What makes a great team?
2	02/11	Team dynamics: Tuckman's model, building creative teams
3	02/18	Team dynamics: Psychological safety and building environments of trust
4	02/25	Team dynamics: Psychological safety and building environments of trust
5	03/04	Team dynamics: Cross-functionality and the "Bus" factor
6	03/11	Team dynamics: Self-organizing vs Self-managing teams
7	03/18	Wellness Week Leadership: Measuring productivity vs performance
8	03/25	Leadership: Servant leader, or a leader who serves
9	04/01	Leadership: Powerful questions
10	04/08	Leadership: Facilitating productive conflict
11	04/15	Organizational dynamics: Talent development and retention
12	04/22	Wellness Week Organizational dynamics: Discussing the 40-hour work week
13	04/29	Organizational dynamics: Impact of physical environment on creative teams
14	05/06	Organizational dynamics: Mental health and the "self-care economy"
Final	05/13	TBD

Last updated: February 10, 2021.