I. RATIONALE:

Teams are not new. Since the early 1900s several traditions have evolved which have demonstrated the importance of teams in achieving organizational results. Organizational development, group dynamics, and quality management have intertwined and separated several times over the decades. Teams today, whether they are called high performance teams, self-directed teams, lean enterprise teams, or Six Sigma teams, build on that rich history. Leaders in organizations need to understand the power of teams and devise approaches for ensuring the organizational success of teams.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
Understand and develop your ideas – with supporting theory – of the aspects of team formation.

**Learning Outcome:** The student will:

A-1 Describe the various stages of team development and the implications to leaders.
A-2 Identify how the cohort integrates (or not) within the model.
A-3 Discuss how the strength focus can be utilized to build effective teams.
A-4 Design interventions to accelerate and sustain effective team performance.
A-5 Link team theory into practice to teaming situations within own organization.

**GOAL B:**
Understand the role of a leader in developing and sustaining teams.

**Learning Outcome:** The student will:

B-1 Describe methods to develop and sustain teams.
B-2 Gain insights to ideas to enhance effective teaming.
B-3 Discuss the value of a leader’s self awareness in developing teams.

**GOAL C:**
Understand the implications of developing a diverse team.

**Learning Outcome:** The student will:

C-1 Describe the value of building and developing a diverse team.
C-2 Learn skills to appreciate and negotiate team conflict.

**GOAL D:**
Develop increased self-awareness as a leader.

**Learning Outcome:** The student will:

D-1 Gain insight to individual belief and value system and the impact on effective teaming (from the perspective of a leader).
D-2 Learn more about how to handle conflict within a team environment.
D-3 Discuss how individual core values drive behaviors.

**III. METHODOLOGY:**

**Journaling**

Students are required to maintain a journal throughout the MSOL Program. The purpose of the journal is to provide the student with a tool for reflection. The journal entries should *reflect* points that were important to you from the readings, classroom discussions, and/or other inputs. That is, *what* did you find compelling enough to
pay attention to? Each entry should be connected to some aspect of your professional or personal life. In other words, why did you choose to pay attention to this particular matter? Furthermore, each entry should lead to a projection of what you might start doing, continue to do, or stop doing, as a result of your reflection. This tells you how you might experiment with the new learning? It answers the question of, “So what difference will this learning make for me?”

It is suggested that the “journal” be accumulated as a Microsoft Word file, with entries being made, at least, after each class session. Journals will be submitted at the mid-point of each course (and again at the end). Students may wish to compile rough notes during the class sessions that are refined after class. The rough notes themselves are not acceptable for submission.

Students will be evaluated on the quality and originality of their journal. The journal should be double-spaced in twelve-point font and may be submitted in the Blackboard digital drop box or as an email attachment, at the instructor’s discretion.