WILMINGTON UNIVERSITY
COLLEGE OF BUSINESS
COURSE SYLLABUS

FACULTY MEMBER: Leave Blank
TERM: Leave Blank
COURSE TITLE: High Performance Teams
COURSE NUMBER: MOL 7500
OFFICE HOURS/METHOD OF CONTACT: Leave Blank

Technical Requirements that may be required to utilize technology in this course:
- A headset or microphone.
- A webcam.

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.

COURSE DESCRIPTION:
This course investigates the literature and emphasizes the theory of high performance teams and their contribution to organizational performance. It stresses strategic, readiness, performance, and cultural considerations, including the role of leadership in establishing a high performance, team-based organization. Models and cases are explored to provide a broad view of their application in different organizational settings.

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.

PROGRAM COMPETENCIES: (Intended student learning outcomes)
- Develop an understanding of contemporary leadership and management models and theories.
- Develop an understanding and the ability to apply change frameworks and models.
- Articulate personal values and goals as guideposts to personal behavior.

WILMINGTON UNIVERSITY GRADUATION COMPETENCIES: (Broad based goals)
Oral Communication
- Speak with confidence, clarity, and conciseness.
- Research, prepare, and deliver professional presentations.

Written Communication
- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Use appropriate APA format for scholarly writing.

Disciplined Inquiry
- Use quantitative, qualitative, and scientific reasoning to solve problems.
- Exercise critical thinking strategies including reasoning, problem solving, analysis and evaluation.
- Define a problem or issue and develop questions and methods to address the problem or issue and/or create new knowledge.

Information Literacy
• Access and use information effectively, efficiently, and appropriately.
• Evaluate the quality of sources and content.
• Use technology to effectively locate and communicate information.

Ethics
• Demonstrate knowledge and application of prescribed ethical codes and/or behaviors promoted by professions.

METHODOLOGY:
A. Teaching Methods: Describe what methods will be used to convey information to students.

B. Evaluation Procedures: Describe specifically how course objectives/outcomes will be evaluated (e.g. essays, projects, discussions, quizzes/exams, etc.)

C. Major Assignments used for Outcomes Assessments: Describe any Outcomes Assessments mandated in the course. For example, Peregrine testing. Any OA assessments required should be supplied by the Chair. This is a mandatory assessment used in all sections of all courses.

COURSE SCHEDULE AND CHECKLIST:
Provide a list of assignments by week, point values, and due dates (e.g. Sunday of Week 1). For online sections, Your instructional designer can help you build this table from the Grade Center in Blackboard.