Building Effective Teams
Course Syllabus

Course Number and Name:	BA 500: Building Effective Teams
Course Instructor:	Professor Gregory Bigley, MBA, PhD
Quarter:	Autumn 2021
Grading:	Credit / No Credit

CANVAS LEARNING MANAGEMENT SYSTEM

Our course relies heavily on the Canvas learning management system to provide information about the course content and structure, distribute course materials, convey instructions and rubrics for assignments and exercises, collect completed work, enable communication between faculty and students, etc. Review our Canvas pages and be vigilant for Canvas sourced announcements, emails, and other notifications.

COURSE REQUIREMENTS

Articles and Cases

Articles and cases from various sources pertaining to course topics have been compiled. You are expected to draw on the concepts and principles developed in the articles and in-class meetings to diagnose and address team issues apparent in course cases and your program team.

Participation

This course revolves around student participation in experiential and highly collaborative learning activities. The pedagogy calls for every student to be present *for the entirety of each synchronous class session*—whether the interaction modality is face-to-face or virtual. Satisfactory in-class performance is crucial for both individual growth and program team development.

To perform satisfactorily in class, you will need to prepare well for each session by completing the required reading, analyses, write-ups, etc.

The "Graded Activity Overview" below indicates the participation opportunities that exist for this course.

Your contributions will be evaluated across the different participation opportunities holistically and according to the criteria below to the extent they are applicable. All criteria may not apply to every participation opportunity.

We will consider the extent to which your overall contributions:
- show strong evidence of appropriate preparation in advance.
- use pertinent concepts and frameworks to produce valuable insights.
- are "on topic" and respond well to the questions asked or build well on others' ideas; they advance our discussions in a meaningful way.
- are offered with reasonable frequency or regularity.
- are delivered respectfully.

Some questions for assessing the quality of your participation include:
- Have you completed the preparation work for each class session?
- Do your contributions show evidence of appropriate, insightful analysis of the case or issue?
- Are your comments relevant to the class discussion?
- Do you listen well so that you can play off others' comments?
- Do you experiment with the application of course principles, or are all your comments "safe?"
- Do you work well with teammates during team projects?

Team Projects

The course includes two main team projects for which directions are available on Canvas.

1. *"Who Are We?" Team Exercise*. Each team will create a video introducing the team to the class.

2. *Initial Team Charter Assignment*. Each team will develop a document reflecting the agreement among members about how they intend to work together and what they plan to achieve as a team.

GRADING INFORMATION

Graded Activity Overview

Activity	Points
Participation Participation opportunities include class and group discussions, group exercises, in-class write-ups, discussion board contributions, survey completion, and pre-session readings and write-ups.	45
Team Projects • "Who Are We?" Team Exercise • Initial Team Charter Assignment	 20 35
Total	100

Students must earn 75 points to receive credit for the course.

Late or Missed Assignments

Notify your instructor as soon as possible BEFORE an assignment is due if an urgent situation arises that prevents you from completing the assignment by the due date. Please follow University policies to request an accommodation for religious observances.

Incompletes

An incomplete may be given only when the student has been in attendance and has completed satisfactory work to within two weeks of the end of the quarter and has furnished sufficient proof to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

Academic Integrity

Unless otherwise indicated, the work you turn in must be your own. Do not seek or consider outside sources of information, such as students currently or formerly enrolled in the course and others outside Foster, unless assignment or exercise instructions explicitly require or permit you to do so to complete your work.

OTHER COURSE POLICIES

Academic Integrity and Student Conduct

This program employs the principles and procedures espoused by the University of Washington Community Standards and Student Conduct guidelines to maintain academic integrity in the course. The Code establishes the expectation that students will practice high standards of professional honesty and integrity.

In particular, implementation of the Code at the Foster School of Business prohibits cheating, attempted cheating, and plagiarism—including improper citations of source material—as it pertains to academic work. Suspected violations will be handled in compliance with the University of Washington Student Conduct Code as outlined in Washington Administrative Code 478-121.

Copyright

The course content is for class purposes only and is to be used only by the student enrolled in the course. All rights reserved. No part of this course may be reproduced, distributed, or transmitted in any form or by any means, including photography, video recordings, screenshots, or other electronic or digital methods, without the instructor's prior written permission.

Access and Accommodations

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the course instructor at your earliest convenience so that reasonable accommodations can be established.

DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and DRS. It is the University of Washington's policy and practice to create inclusive and accessible learning environments consistent with federal and state law.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at:

    Website: http://depts.washington.edu/uwdrs/
    Guide: Getting Started / Accessing Resources
    Email: uwdrs@uw.edu
    Phone: 206-543-8924
    Fax: 206-616-8379

Course Evaluation

Course evaluations will be administered during a predetermined period. They will be delivered digitally by the UW Office of Educational Assessment. Students will have at least 24 hours to complete an evaluation for this course.

Course evaluations are anonymous. They are used to improve the course and included in a faculty member's annual review. Please provide your honest assessments in both the quantitative and qualitative sections of the evaluation form.

Network Use Policies

Please read the University of Washington's Student Use of UW Computing Resources Policy.

SYLLABUS PURPOSE AND DISCLAIMER

This syllabus serves as a guideline for what to expect in this class and an implicit agreement between the instructor and the student.

Every effort will be made to avoid changing the content of the course syllabus. Nevertheless, adjustments may be necessary to accommodate errors, omissions, or unforeseen events (such as weather events that would impact the course schedule).

If changes are made to the syllabus, students will be informed during class, on the course website, or via email. It is your responsibility to be aware of these changes. So please check your email and the course site often.