Unit Outline*

MGMT8624

Leading and Facilitating Teams

MBA Trimester 1, 2011
Crawley

Assistant Professor Barb Wood

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
Some men see things as they are and say, “Why?” I dream of things that never were and say, “Why not?”
George Bernard Shaw

If you know exactly what you are going to do, what is the point of doing it?
Pablo Picasso, artist

Education is the ability to listen to almost anything without losing your temper or your self-confidence.
Robert Frost, US poet

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UNIT DESCRIPTION

Introduction

Virtually everyone who has worked in organizations has been a member of a team at one time or another. Good teams are not a matter of luck; they result from hard work, careful planning and commitment from the sponsoring organization. Designing effective teams is a skill that requires a thorough understanding of teams to ensure that the team works as designed. Although there are no guarantees, we believe that understanding what makes teams work will naturally lead to better and more effective teams.


“There is a magic in facilitation, in capturing the ideas of participants and enabling individuals to harness their own energies, skills and group wisdom. At deeper levels, facilitation is about helping people engage in, manage, and cope creatively with the rapid changes within themselves, their communities and the globe.”


The intent of the leading and facilitating teams unit is to enhance your skills in working with supporting and leading teams within the workplace. The intensive format has been carefully designed to investigate both the art and science of team use. Theories and techniques will be evaluated with reference to empirical research and conceptual understanding. Applied facilitation activities will challenge you to rethink your own practice of utilising teams. Regardless of your starting point, this co-learning experience will encourage you to reflect and apply new ways of accomplishing your goals working with teams within organisations.

Your feedback throughout the delivery of this unit will be welcomed.

Unit content

This unit will give you the opportunity to:

- Develop an understanding of the theoretical basis of evidence-based team use.
- Recognise the need for theory-based teams.
- Understand the practice and use of teams in relation to your own life experience.
- Acquire sound practical skills through supervised practice with others.
- Experience personal development and change via experiential activities.
- Undertake peer-teams activities to further strengthen and expand your skills in using teams.
- Receive training in wide ranging facilitation techniques.

The goal of the unit

It is increasingly helpful and vital in organizations to be able to obtain other people’s input and cooperation. This includes bringing together diverse interests, concerns and aims of other staff and stakeholders (including customers, senior management, community participants and others) within a team setting. As an effective team leader you must be capable of soliciting creative and solution focused contributions from team members using an equitable and respectful manner. These accomplishments must be achieved with an efficient use of time and resources.
Learning outcomes
On completion of this unit you should be able to:

• Understand that effective team management is a valuable tool for making positive and purposeful change.
• Identify the skills needed to be an effective team facilitator in a variety of applications.
• Use wide-ranging conceptual frameworks, models and skills to facilitate effective team meetings.
• Understand the requirements for efficiently giving and receiving feedback to/from others.
• Appreciate the complex processes involved in using teams.
• Feel comfortable in team facilitation and team participation.
• Apply appropriate team strategies in your own life experience.

Educational Principles and Graduate Attributes
On completion of this unit, you will also be able:

• To undertake problem identification, analysis and solutions for team challenges
• To adapt acquired teams knowledge to new situations within the workplace
• To think and reason logically and creatively by considering available information on teams
• To communicate well using persuasive communication techniques particularly within the team environment
• To work well within a team setting
• Develop competencies to work more effectively in teams through the completion of a group case analysis project relating to your selected business context
• To acquire competencies that enable you to take on leadership roles within your workplace

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
The teaching learning and strategies used in the design and implementation of this unit include:

• Unit delivery has integrated adult learning principles.
• Action learning opportunities are regularly available within class activities.
• To deepen your understanding of teams, time is allocated within each class to increase your knowledge and understanding of various frameworks on teams and facilitation techniques.
• Given the practical aspects of teams, teaching utilises a multi-faceted approach.
• Local experts will regularly integrate their knowledge and skills into the class.
• Using a sound theoretical basis, you’ll be involved in: class demonstrations and debate, role-playing, sessions with class mates in a team environment.

Teaching and learning evaluation
You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Feedback from students in earlier provisions of this unit have been used in creating and maintaining the context of this unit. You will often been asked to provide formal and informal comments about how things are going for you and your observations of how the unit is progressing.
Attendance

Participation in class, whether it is listening to a lecture or getting involved in other activities, is an important part of the learning process; therefore it is important that you attend classes. More formally, the University regulations state that 'to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials'. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

Assessed throughout classes.

Part of your final grade is allocated for your class and activity participation. Your contributions to class discussion form an essential part of this unit and a vital part of learning on the MBA program. To receive the maximum benefit of this leading and facilitating teams unit, it is critical that you actively participate in, and learn from, seminar discussions and simulation. My role in the seminars is to act as a facilitator and to guide rather 'lecture' you. The participation mark recognises the contributions you make in class and in the activities, and the Open Space/Appreciative Inquiry sessions. A good attendance record and displaying an interest in class discussions form the lowest level of participation. Active and positive participation in class discussions are required for a mark above 7. The participation mark recognises your class and activity contributions and is distributed in accordance with the chart on the following page:

<table>
<thead>
<tr>
<th>Grade (out of 15)</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 1-6              | • Present, not disruptive  
                   • Infrequent involvement in discussion.  
                   • Tries to respond when called upon but offers very little. |
| 7-9              | • Demonstrate adequate preparation  
                   • Knows basic material, case or reading facts but doesn’t show evidence of analysis or interpretation.  
                   • Offers straightforward information without elaboration when called upon by the instructor.  
                   • Demonstrates sporadic involvement. |
| 10-12            | • Demonstrates good preparation  
                   • Knows readings and facts well and has thought through implications.  
                   • Offers interpretations and analysis of issues (more than just facts) to class.  
                   • Contributes well to discussion in an ongoing way and questions the contributions made by other students in a constructive way.  
                   • Offers and supports suggestions that may be counter to the majority opinion.  
                   • Demonstrates consistent ongoing involvement. |
| 13-15            | • Demonstrates excellent preparation  
                   • Has thought through topic concepts and issues exceptionally well relating them to other material (including readings, course handouts, discussions and experiences).  
                   • Offers analysis, synthesis and evaluation of issues discussed.  
                   • Connects discussions to develop new approaches that take the class further into a particular issue.  
                   • Responds thoughtfully to other students’ comments and contributes to cooperative argument building.  
                   • Demonstrates ongoing very active involvement. |
PLEASE note that simply asking a question in class does not constitute a ‘class contribution’. While there is an expected level of contribution to the class and group discussions, the quantity of talking is less important in the above criteria than the quality of your contribution.

In addition to the class experience, particular attention will also be paid to your Appreciative Inquiry and Open Space session scheduled on either day four or day five. It is expected that you will be a full participant to these sessions.

Classroom Decorum
Classes can be both educational AND fun if we work together to make it that way. One of the best ways to ensure that classes are enjoyable and productive is for everyone to be mindful of the impact that their own behaviour has on others, to make a conscious effort to treat others with courtesy and respect, and to behave in a manner appropriate to the workplace. This includes:

- Advising the lecturer beforehand of possible absences from class
- Arriving at class on time and remaining throughout the class period
- Coming to class prepared and willing to participate
- Minimising distracting noises and actions (e.g. not eating during class, turning mobile phones off)
- Listening when others are speaking and not interrupting
- Engaging in healthy debate of issues and ideas without personal attacks
- Respecting the cultural and ethnic backgrounds of other students
- Using humor appropriately
- Helping class members that need assistance
- Finding solutions to issues/problems that may arise
- Refraining from using sexist or offensive language

Please turn your mobiles/pagers OFF while in class.
If you have an emergency situation that requires you to be contacted quickly, let me know at the beginning of class and an exception may be made.

No food in class. Drink (non-alcoholic) OK

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Barb Wood</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:barb.wood@uwa.edu.au">barb.wood@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>6488 3820</td>
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<tr>
<td>Consultation hours:</td>
<td>To be advised</td>
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<tr>
<td>lecture times:</td>
<td></td>
</tr>
<tr>
<td>Friday 4 February</td>
<td>9am – 5pm</td>
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<tr>
<td>Friday 18 February</td>
<td>9am – 5pm</td>
</tr>
<tr>
<td>Friday 25 February</td>
<td>9am – 5pm</td>
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<tr>
<td>Saturday 26 February</td>
<td>9am – 5pm</td>
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<tr>
<td>Saturday 12 March</td>
<td>9am – 5pm</td>
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<tr>
<td>Lecture venue:</td>
<td>BUSN: 163</td>
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</tbody>
</table>
TEXTBOOK(S) AND RESOURCES

Unit Website

The unit will be supported by a WebCT6 site which you can assess by going to the following website: http://WebCT6.uwa.edu.au

If you're having difficulties in accessing your WebCT site, please go to: http://students.webct.uwa.edu.au/. If you are unable to solve the access issue after reviewing this website, please contact Barb.

On this website, you'll find a range of additional resource materials. The assignment site hosts a word version of the following documents (all of which are used in various assessment activities in the class)

Recommended/required text(s)


Additional/Suggested/Alternate Text(s)


Software requirements
You will need access to a web-linked PC, be able to use word processing software, know how to access recommended reading and other materials on the web and from the Business Library, and have an active email address.

Additional resources & reading material
Supplemental seminar readings for this unit are listed within this course outline and are available for purchase from the UWA bookshop. Copies of the textbook and relevant books have also been placed on Closed Reserve.
The unit is also supported by the WebCT6 site for MGMT 8624. All students enrolled in this unit will be given access to this WebCT6 site. If you are having difficulty with your WebCT6 site access, please contact Barb immediately.

There are many appropriate journals held in the local Business Library and available on the Web. When writing your assignments, you should spend some time scanning through recent editions of these for the most up to date research and information on coaching. The list below covers journals that are relevant to this course:

- Academy of Management Journal,
- Academy of Management Review,
- Academy of Management Executive,
- Administrative Science Quarterly,
- Australian Journal of Management,
- Australian Psychologist,
- Consulting Psychology Journal: Practice and Research Executive Excellence,
- Group and Organisation Studies,
- Harvard Business Review,
- Human Factors,
- Team Performance Management,
- Journal of Leadership Studies,
- Journal of Organisational Behaviour,
- Leadership and Organisation Development Journal,
- Management Learning, Management Review Journal
- Advances in interdisciplinary studies of work teams

You must refer to relevant recent journals while preparing your assignments. You should also keep an eye out for topical articles in newspapers such as *The Australian*, *The West Australian* and *The Australian Financial Review*.

**Websites**

You should familiarise yourself with on-line data sources such as ABI Inform. There is also the Business Source Elite database that has over 1,000 full text journals and indexing or abstracts for nearly 1,700 academic journals. These sites can be accessed using the Proquest service. There is also an inter-library loan service that can be found via Cygnet Online. Cygnet also has a database of 20,000 companies in Australia, *The Business Who’s Who of Australia*. There is also a useful source for current trends in leadership and people management in organisations at [www.cnn.com/global.office](http://www.cnn.com/global.office). All large organisations now have websites and many of these are very comprehensive. The Australian Institute of Management (AIM) also stocks many current books and videos on people management and leadership, with a preference for more practitioner focused authors. Contact the AIM WA Branch on [www.aim.com.au](http://www.aim.com.au) or (08) 9383-8088 for further information and membership details.

Additional Websites that you might find useful for this unit include:

Brainstorming: [www.mindtools.com](http://www.mindtools.com)
Open Space Technology: [www.openspace.com](http://www.openspace.com)
Restorative Justice: [www.real.justice.org](http://www.real.justice.org)
Storytelling: [www.thestorynet.com](http://www.thestorynet.com)
**UNIT SCHEDULE**

<table>
<thead>
<tr>
<th><strong>Intensive Delivery Mode</strong></th>
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<tr>
<td><strong>Day</strong></td>
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</table>
| Day 1 | Friday, 4 February | Introduction to Teams  
Action Learning Model  
Enhancing Team Productivity  
Effective teams in organisations  
Self-managing teams  
Tools/questionnaires in teams |

**Day One Learning Outcomes:**
- Exploring the fundamentals of teams in organisations
- Developing an understanding of effective teamwork
- Considering tools/questionnaires to diagnose team effectiveness
- Explore Self-managing teams
- Understanding Teams as a Leadership Capability
- Identifying the team performance equation

Suggested reading to support the class discussion on Day 1:
- Text: Chapters 1


Dee Roche will add to the content of Day One. Her biographical details are included below:

**Dee Roche**  [www.aimuwaalliance.com](http://www.aimuwaalliance.com) at: deeroche@iinet.net.au

Dee is a Senior Management Consultant with the AIM-UWA Business School Alliance and is Director of a leadership development consultancy business. Dee has been facilitating, public speaking; teaching and working with groups for over 25 years within private, public and community based organisations. Dee is personally committed to helping others in their own leadership journey. This passion for leadership development has led Dee naturally to her role in individual and group training and teams. In this regard, as an experienced presenter, she provides specialist-services in the area of presentation skills for Executive and Senior Managers and regularly delivers high-end business case and group presentations. Dee is Fellow of the Australian Institute of Professional Facilitators.
Day 2 | Friday, 18 February | Team Roles
---|---|---
| | Team Identity, Emotion and Development |
| | Skills of an effective facilitator |
| | Contracting with the Client |

**Day Two Learning Outcomes:**
- Exploring the essential qualities of team roles
- Clarifying who is ideally suited to do teamwork
- Appreciating emotions within teams
- Exploring team boundaries
- Understanding the essential qualities of effective facilitation meetings
- Consider the use and application of Belbin

Suggested reading to support the class discussion on Day 1:
*Text: Chapters 2, 4 and 5*


Dr Sandy Gordon will add to the content of Day Two. His biographical details are included below:

**Dr. Sandy Gordon** [www.uwa.edu.au](http://www.uwa.edu.au) at: sandy.gordon@uwa.edu.au

Sandy is a sport psychologist who has worked with professional teams, coaches and athletes including contracts as the sport psychologist with the Australian cricket, Indian cricket and Sri Lankan cricket teams. Sandy has one of the longest standing sport psychology relationships in professional sport with his ongoing role with the WA Warriors spanning more than 20 years. Recently in business settings Sandy has facilitated sessions on work-life balance, emotional intelligence, mental toughness and resilience as well as creating high performance leadership, decision making and team work cultures. Sandy is a registered psychologist with the Australian Psychological Society.
Day 3     Friday, 25 February

Rewards for Teamwork
Communication and Collective Intelligence in Teams
Team Decision Making: Finding Solutions
Introduction to Facilitation Techniques
Measuring the success of facilitation

Day Three Learning Outcomes:
• Defining appropriate compensation and performance appraisals for teams.
• Utilising Brainstorming, SWOT and Force Field Analysis Facilitation processes
• Articulating the challenges of cross cultural teams
• Identifying guiding principles in rewarding teams
• Identifying team decision making pitfalls
• Measuring facilitation success through analysis

Suggested reading to support the class discussion on Day 3:
Text: Chapters 3, 6, and 7

Dr Neil Preston will add to the content of Day Three or Four. His biographical details are included below:

Dr. Neil Preston www.psyopus.com.au at: neilpreston@psyopus.com.au

Dr Neil Preston is the founding Director of PsyOpus, who has a passion in bringing empirical psychology into the world of work. He has been a fully registered Organisational Psychologists in Western Australia (for well over 15 years and has worked in all aspects of industrial and organisational psychology in both public and private organisations. Dr Preston has the unique combination of both sound theoretical and scientific knowledge and well grounded practical knowledge and application. He has published over 30 peer reviewed articles in psychology, mental health and psychometrics. He has re-engineered entire selection processes such as the West Australian Fire Fighter selection system, and PsyOpus is the lead consulting service to select road maintenance contracts for the next 15 years across the entire road network system of Western Australia.

Dr Preston is interested in and applies the three spaces of psychology. The first space of objectivity, Dr Preston has developed psychometric instruments, developed, implemented and reported on organisational health systems amongst other activities. With the second space of psychology (subjectivity), Dr Preston has coached numerous managers in a wide range of industries. He has coached leaders and managers from all types of organisations including public instrumentalities Main Roads Westerns Australia, Public Transport Authority, as well as private organisations such as Leightons and non-government organisations such as Community Vision Joondalup. With the third space of psychology (intersubjectivity) Dr Preston has worked closely with numerous teams to enable peak performance.
<table>
<thead>
<tr>
<th>Day 4</th>
<th>Saturday, 26 February</th>
<th>Creativity: Mastering Strategies for High Performance Networking, Social Capital and Integrating across Teams</th>
</tr>
</thead>
</table>

**Day Four Learning Objectives:**
- Considering effective team management as a stress management practice
- Considering ways of encouraging team creativity
- Identifying sources of social capital in teams
- Utilising nominal group technique
- Considering the application of the six thinking hats

Suggested reading to support the class discussion on Day 4:
Text: Chapters 9, 10 and 11


**Dianna Vitasovic**

[www.energyculture.com.au](http://www.energyculture.com.au) at: vitasovic@bigpond.com

Dianna is the Director of Innovation Culture, a consultancy working collaboratively with clients to tailor programs that focus on strength-based change. Dianna’s passion for cultural transformation extends over 30 years in consulting with local and international organisations in the field of OD design and innovation. Dianna focuses her consulting in the areas of decision quality in innovation cultures and creativity, strategic projects, cultural transformation, TMT high performance leadership development, coaching and embedding change. Dianna consults with a wide range of tools and processes and is accredited in a variety of processes. Dianna is also a Fellow of the Australian Institute of Professional Facilitators.
Day 5 Saturday, 12 March

Team presentations from assignment two. Appreciative Inquiry, Open Space and World Café as facilitation techniques.

**Day Five Learning Objectives:**
- Recognising your own team involvement barriers
- Appreciating what you need to do “more of” in your active team participation
- Understanding what you need to do “less of” in your active team participation
- Describing how you will use teams in your future work life
- Defining team leadership styles

Suggested reading to support the class discussion on Day 5:


**ASSESSMENT MECHANISM**

**The purpose of assessment**

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

**Assessment mechanism summary**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment # 1: Summary of the Teamwork Literature</td>
<td>25%</td>
<td>24th February</td>
</tr>
<tr>
<td>Assessment # 2: Teamwork Diagnosis and Recommendations (including in class brief presentation)</td>
<td>25% +5%</td>
<td>16th March</td>
</tr>
<tr>
<td>Assessment # 3: Develop, Design, Conduct and Evaluate a facilitated Team Meeting/Workshop</td>
<td>30%</td>
<td>6th April</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td>Throughout classes</td>
</tr>
</tbody>
</table>

Students must achieve at least 50% in each piece of assessment to pass the unit. Students who fail to achieve the minimum requirements across all pieces of assessment will be awarded a final grade of 48%.

**Note 1:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

**Note 2:** The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit.
Note 3: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Assessment components

Assessment #1 Summary of the Teams Literature (Assessment 25%)
Due Date – 4 pm 24th February

Choose an issue in your organisation that you would like to research and apply your understanding of team theories and concepts. Analyse the issue based on the theories and concepts covered in the list below. Your assessment will be based both on your ability to define and explain the theory AND to apply it to the specific organisational experience. Your discussion should be concise, thoughtful and relevant. (Please keep in mind that this analysis may be based on present or PAST organisational experiences.)

Your research should include one topic from the following list:

1. Performance and Productivity on Teams
2. Rewarding Teamwork
3. Team Identity, Emotion and Development
4. Team Communication
5. Creativity on Teams
6. Leadership and Teams

The purpose of Assignment One is to give you an opportunity to apply relevant theories and concepts of Teams to an issue in an organisation. You must support your discussion with relevant findings in literature. That is, your opinions and statements need to be substantiated with evidence from readings, literature, models, textbook, and other forms of literature reviewed. Care should be taken to link your selected topics together. Literature must be appropriated referenced in Harvard style. Direct quotes must be page referenced and cited accordingly.

Whichever topics you choose, the paper should be presented in essay style including the following sections: introduction, literature review, and conclusions. It should be appropriately referenced in accordance with the Harvard style and should include only those references referred to in the body of the essay. Sources of diagrams and direct quotes should be page referenced and cited accordingly.

Guidelines for Writing Assignment –
For each paper, students should include the following:

- **Introduction.** An introduction to the topic and a discussion of why it is worthy of study. Key concepts/terms should also be defined in the introduction so that the reader is clear about what the essay is going to discuss. The main thrust of your argument or the position that you will take on the issue should also be clearly stated here.

- **Literature review.** A review of the literature of your chosen topic. This review should clearly address each of the questions raised by your chosen topic, be as thorough as possible and should be restricted to literature that you personally have been able to obtain. It is important
that your arguments are supported by evidence either obtained through your research or examples from your experience. The topics generally have a theory (What is it?), an empirical basis (What is the evidence?) and a practical application (What are the implications for managers of the issue?). A mix of practitioner and scholarly journals is therefore expected in your essay as a means of providing a thorough and complete examination and analysis of the topic.

- **Conclusion.** A summary or conclusion that brings together the major points in the main body of the essay and is consistent with what was stated in the introduction. The conclusion should not introduce new ideas or lines of thought that have not previously been discussed in the main body of the essay. For an essay of 2,000 words an adequate conclusion would normally be between one half and three-quarters of a page. Two to three sentences are not sufficient.

- **References.** The in-text references and list should be in accordance with the Harvard Style and include only those references referred to in the body of the essay. References that you have read during the course of your research but do not cite in your essay should not be included. Sources of diagrams and direct quotes should be page referenced and cited accordingly. The importance of referencing correctly is covered in more detail in the sections on acknowledgements and plagiarism, and referencing.

- **Writing Style.** You are expected to adopt a writing style that is appropriate to academic writing. Please note that the emphasis is on using your own words rather than the extensive use of quotes in written essays. Direct quotes should be used sparingly and only in certain circumstances such as when defining key constructs/terms, conveying a difficult concept that might be misinterpreted if the author’s original words are not used, or for literary effect. Edit your work carefully for errors in grammar, spelling and punctuation and be precise in your choice of words and expression of ideas.

- **Professional Presentation.** All written assignments must be word-processed or typewritten, one and half-spaced, use a 12-point font and must be accompanied by a word count. The assignment should be stapled in the top left hand corner or bound along the left margin. Please do not place assignments in plastic sleeves – the marker needs to be able to write comments on the assignments and placing it in a plastic cover only increases the handling time.

- **Word Count.** This must be written on the cover sheet of each piece of assessment. Included in the word count is the main text of the essay, in-text referencing and sub-headings. The reference list and appendices are not included. Appendices should be short and contain only tables and graphics – not narrative. Do not try to extend the work count by using appendices, as they will not be read.

- **Remember to keep a copy of your work.**

You are expected to observe the due dates for assignments. Extensions will only be given in extenuating circumstances. Please note that the pressure of work commitments is not generally considered to be extenuating circumstances.

A marking guide is included overleaf and you must address these points while researching and writing the assignment. Please attach a copy of the marking guide to your essay.

**Word limit = 2,000 words.**
# Leading and Facilitating Teams
## Individual Essay - Marking Guide

**Name**

<table>
<thead>
<tr>
<th>ASPECT OF ESSAY</th>
<th>HD 80-100%</th>
<th>D 70-79%</th>
<th>CR 60-69%</th>
<th>Pass 50-59%</th>
<th>Fail ≤49%</th>
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<tbody>
<tr>
<td><strong>1. Introduction</strong></td>
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<tr>
<td>Definition of key terms</td>
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<tr>
<td>Stimulate interest and establish topic’s importance</td>
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<td><strong>2. Literature review</strong></td>
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<tr>
<td>Clear presentation of the facts of the organisational scenario</td>
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<td>Knowledge and understanding of relevant team theories &amp; concepts</td>
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<td>Ability to apply team theories and concepts analytically &amp; practically</td>
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<td>Development of logical and well supported arguments</td>
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<td>Use of relevant organisational examples from the literature</td>
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**Mark**
Assessment #2 Teamwork Diagnosis and Recommendations (25%)
Date due – 4 pm 16th March

This assignment is designed to acquaint students with current team practices (good or ineffective) in an organisation of your choice, to analyse and comment critically on such practices and to demonstrate the quality of your learning by indicating how the practices might be improved within the particular organisation you have chosen to study.

Students will work in teams of three or four (five is acceptable if necessary) and it is recommended that you remain together for assessments 2, and 3.

1. Choose a project related to one of the teams topics from days 1 to 4 (i.e. Performance and Productivity on Teams, Rewarding Teamwork, Team Decision Making, Team Communication, Creativity on Teams, Leadership and Teams)

2. Review literature relevant to the topic including seminar readings, relevant books and journal articles;

3. Find an organisation that is willing to participate; or

4. Interview appropriate people from the organisation concerned and collect as much data as possible including internal documentation made available to you (on request) by the case organisation to enable you to describe and assess the relevant team practice in that organisation.

5. Describe and critically evaluate the application of the particular practice you are investigating. In particular:
   a) Provide information regarding the type of work the team does,
   b) Identify the number of people
   c) Describe the key clients and key challenges facing the team.

6. Consider the adequacy of the practice with respect to the theory and published literature.
   a) Use at least two instruments/questionnaires that have been used, referred to, or provided during the unit to date. These should be completed by the members of the team you are studying.
   b) Refer to one or more models of teams effectiveness (for example Katzenbach, Adair, Human Synergistics, Belbin or others)

7. Identify the areas that group needs to improve in and what areas they are functioning well by analysis the data and summarizing your key results. Include in your analysis your data and graphs. Be sure you document all sources of information in your reference list, whether they are executives interviewed, annual reports, internal newsletters, books, journals etc.

8. Prepare a written report on the team's findings as per the section on report writing below and submit it on the 16th March.

As this is a team project, each member of the team is expected to contribute equally to the written report. The formation, membership, management and leadership of each Team, allocation of work-loads, and the timing and handling of project meetings will be left entirely in your hands. However, if you run into major difficulties you should consult me sooner rather than later. Do not leave it until a short time before the project is due!

When preparing your team project report it is recommended that you include the following:

- **Executive summary.** Your report should begin with a succinct executive summary that gives a brief description of the project, who the report is written for, and the main findings and recommendations. A good summary allows the reader to follow the arguments in the main report more easily. The executive summary should be single-spaced and no more than one page for a 6,000 word report.

- **Project aims.** It is important that the primary aim or purpose of the project is clearly stated including any secondary objectives. This should include a statement of the problem or a description of the area of Organisational Behaviour that your report investigates (e.g. team effectiveness; leadership).
Leading and Facilitating Teams 2010

- **Justification for project.** A rationale should be provided here for why the project was important or the findings will be of significance. This should also include a description of the organisation and the business environment that the organisation operates in.

- **Methodology.** The method for how you went about the project should be explained here including how you collected your information, the people you interviewed in the organisation etc.

- **Discussion of the results.** The results should be discussed in detail followed by your recommendations. Diagrams and tables can assist in presenting the information in a user friendly way. However, make sure that all diagrams and table are referred to and fully explained in the text. At least two recommendations for improvement should be made based on a sound justification supported by evidence from your readings and investigation.

- **Conclusion.** A brief summary of the major findings in the report.

- **Identification of Limitations of Investigation.** Briefly describe any limitations that you consider apply to your conclusions. E.g. only two employees were interviewed, further interviews are required to confirm your conclusions etc.

- **References.** The reference list should include all sources of information referenced in the Harvard style including company documents, in-house newsletters and people interviewed for the purposes of the project.

You are expected to observe the due dates for assignments. Extensions will only be given in extenuating circumstances. Please note that the pressure of work commitments is not generally considered to be extenuating circumstances.

**Word limit = 3,500 words.**

**Presenting your findings to the class on Day Five (5% of your assessment)**
Each team will be given up to fifteen minutes during day five to present their significant findings from assignment 2. The intent of the presentation is to summarize your key team observations to other members of the class and thereby to test out your conclusions (in advance of submitting the paper). It is anticipated that the feedback in class will assist your group in “fine-tuning” your teamwork diagnosis (assessment # 2) and that this will also strengthen your ability to implement an appropriate facilitation (assessment # 3).
Assessment # 2
Teamwork Diagnosis and Recommendations
Marking Guide

Group Names
Title of Group Project

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<th>ASPECT OF REPORT</th>
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Mark

Comments
Assessment #3 Develop, Design, Conduct and Evaluate a Facilitated Team Meeting/Workshop (30%)

Due Date noon Friday 6th April

Aim: To enable you to conduct a meeting for at least 4 to 10 people in a team. The meeting will deal with an important issue for that team and will enable you to fine tune your skills of understanding the team, understanding its style of operation and level of development and to utilise your facilitation skills.

Method: Based on your growing team assessment skills, you will evaluate the needs of the group and prepare to undertake (and execute) a facilitated process to deal with the identified issue. It would be common for a meeting of this nature to be held to accommodate one of the following challenges to:

a) identify (or clarify) the group's objectives (or raison d'être);
b) consider ways of strengthening team relationships;
c) find a solution to an organisational issue (including obtaining customer feedback);
d) improve an internal team practice (i.e. enhanced communication) or,
e) determine clear performance indicators.

(These are sample issues only! There are additional group issues that are appropriate for the purpose of this assessment. Please speak to Barb if you wish to confirm that your issue is appropriate for this assessment).

Part 1: Design a team session
i) Identify the facilitation project that you are undertaking.
ii) Indicate the available background on the team, key issues that you're aiming to resolve and any other relevant pieces of information.
iii) Describe the objectives, parameters (time, number of people etcetera) of the workshop.
iv) Define what your group (as facilitators) planned to provide (i.e. venue, assistance, materials etcetera) before, during and after the workshop. Include in this description your plans relevant to timing, facilitation techniques that you planned to use and a rationale for your choices.
v) Describe the final design of your workshop (techniques considered and why, timetable and any other relevant details).

Use concepts within the text and readings to explain and support your plans.

Part 2: Facilitation Process Description
i) Undertake the facilitation process. Describe what actually occurred during the session
ii) Identify changes that were made to the facilitation plans and why these changes were necessary. Discuss how it did or didn’t fit with the models and concepts presented in part 1.

Part 3: Facilitation Session Evaluation
i) Summarise the results of the meeting evaluation questionnaire.
ii) Identify what went well in the workshop and what could be improved upon and what you would do differently.
iii) Utilise a critical friend within the evaluation process who can provide input as an objective observer to your evaluation discussion. This critical friend could be another member of the class, a manager or someone with facilitation expertise who is capable of offering independent feedback.

You are expected to observe the due dates for assignments. Extensions will only be given in extenuating circumstances. Please note that the pressure of work commitments is not generally considered to be extenuating circumstances.

Length: 5,000 words.
### Assessment # 3
#### Facilitated Session - Marking Guide

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Submission of assignments

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Current Students web page http://www.business.uwa.edu.au/students/assessments

Paper should be handed in at the postgraduate reception area and the bar-coded sheets are essential in this process.

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).