

**ENG2961: Multi-Disciplinary & Cross-Functional Teaming  
Fall 2004**

**R02/L02 Tuesdays: 1605-1755**

Future Truck  
Robotics  
IToxygen  
Aqua Terra Tech

**R04/L04 Thursdays: 1605-1755**

Wireless Communication  
Prism  
Integrated Microsystems  
Innovative Castings



**Introduction**

This course is designed to support the collaborative and problem-solving efforts that you encounter on your Enterprise Team and in other professional contexts. We discuss theoretical foundations for problem solving and team development, and then apply them on a project that you negotiate with your Enterprise Faculty Advisor. At the end of this course, you will have professional expertise in:

- Cross-functional and multidisciplinary team dynamics and management
- Stages of team development
- Team based problem-solving skills
- Interpersonal skills
- Conflict management
- Communication in engineering-design contexts

**Required materials**

Goetsch, David L. *Effective Teamwork: Ten Steps for Technical Professions*. Prentice Hall, 2004.

**Evaluation Criteria & Grade Distribution**

One-half of your Teaming Course grade is team-based and one-half is individual-based:

All of the writing you do in this class is evaluated with these professional criteria in mind:

	<b>Team-based Criteria</b>	<b>Individual Criteria</b>
<b>Project Work Emphasis</b>	<ul style="list-style-type: none"> <li>▪ 10% Team Charter</li> <li>▪ 10% Problem Statement</li> <li>▪ 10% Progress Reports</li> <li>▪ 50% Final Project Iteration</li> </ul>	<ul style="list-style-type: none"> <li>▪ 20% Peer Evaluations</li> </ul>
<b>Teaming Concepts Emphasis</b>	<ul style="list-style-type: none"> <li>▪ 10% Team Analyses Report</li> <li>▪ 10% Project Presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ 20% In-class Writing</li> <li>▪ 30% MBTI Memo</li> <li>▪ 30% Attendance &amp; Participation</li> </ul>

**A** The text is exceptional. This is the kind of document that might lead to promotions in the work place. It is professional and reflects the writer's careful consideration of audience and purpose. It contains all necessary information, is written in an

appropriate and engaging style, is arranged in a logical manner, is memorable, and its delivery is visually appealing. It is free of mechanical errors.

**B** The document is strong. It would be considered acceptable in the work place. It too is professional and reflects consideration of the rhetorical situation. It is generally above average in terms of the criteria mentioned above, but falls short of excellent in one or more category. It is free of mechanical errors.

**C** The text is competent. It would probably be returned for revision in the work place. It is generally average in terms of the major criteria listed above. It has few mechanical errors.

**D** The document is weak. It would probably get the writer into a bad situation in the work place. It falls below average in terms of one or more of the major criteria.

**F** Pink slip

## Course Calendar

**Week 1** Introductions & Overview: Stages of Team Development & Problem-Solving Models  
In Class: Defining a Project with your Faculty Advisor; Puzzle Activity  
Due: E-mail status update (CC all Team members and Michael)

### Phase One: Defining the Problem & Forming the Team

**Week 2** **Setting the Stage: Mission, Roles, and Goals**  
Reading: *Effective Teamwork*, Chapters 1 and 2  
In Class: Designing Team Charters and Ground Rules; Canoe Activity  
Due: Team: Problem Statement in Memo Form  
(bring copies for all team members and for me)

**Week 3** **Building Trust**  
Challenge Course (tentative – location TBA); Team Meeting for Team Charter & Ground Rules (videotaped)

**Week 4** **Team Dynamics**  
Reading: *Effective Teamwork*, Chapters 3 and 5  
In Class: Effective Meetings; Listening Skills; White Water Rafting activity; Previewing MBTI  
Due: Team Charter, Team Ground Rules (bring copies for all team members and for Michael)  
Videotape of team meeting (VHS or DVD)

**Week 5** **Self Awareness**  
Reading: *Effective Teamwork*, Chapter 6  
In Class: Stages of team Development, revisited; Giving & Receiving Feedback  
Due: Team: Progress Report  
Individual: MBTI

### Phase Two: Teaming & Collaboration; Formulating Solutions

**Week 6** **Alternative Generation & Creativity**

Reading: *Effective Teamwork*, Chapter 7  
In Class: Creativity; IDEO's "Deep Dive"  
Due: Team Progress Report

**Week 7**            **No Class: Scheduled Team Meetings**

**Week 8**            **No Class: Team Meetings w/ Instructor**

Due:                Progress Report

**Phase Three: The Performing Stage**

**Week 9**            **Team Effectiveness**

Reading:            *Effective Teamwork*, Chapter 8: Establish a Well Defined Decision-Making Process

In Class:            Conflict, Consensus, and Collaboration; Sullivan Principles

Due:                 Team: Video II & Mid-stage Evaluations; Team Checklist

**Week 10**          **High Performing Teams**

Reading:            *Effective Teamwork*, Chapters 9 and 10: Recognize and Reward Team Performance and Make Teamwork Part of the Culture

In Class:            Film Viewing & Discussion

Due:                 Team: Project Iteration 1.0 with Cover Memo

**Week 11**          **No Class: Scheduled Team Meetings**

**Phase Four: Implementing & Presenting the Solution; Adjournment**

**Week 12**          No Class: Scheduled Team Meetings w/ Advisors

**11/19-11/29**    **No Class – Thanksgiving Break**

**Week 13**

Reading:            Presenting in Teams

In Class:            Presentation scenarios & activities

Due:                 Team: Project Iteration 2.0 with Cover Memo

Team: Written Analysis of Team Videos

**Week 14**          **Team Presentations, Location TBA**

**Finals Week**      **Scheduled Team Meetings with Instructor**

**Materials Due Finals Week**

Team Project: Final Project Iteration with Letter of Transmittal

Individual: Reflective Letter

**Draft Review Policy:**

- 1) For all team (not individual) assignments, a single draft can be submitted to the instructor for feedback. You must provide at least 48 hours turnaround time for feedback on drafts.

- 2) After team assignments are graded, they can be revised to earn half of the missed points. Revisions must be turned in with the original graded work. Points will be earned only if the missing elements are incorporated into the revised paper. Revisions must be turned in by the last class day of the 15<sup>th</sup> week. Revisions will not be accepted for individual project assignments.

### **Grading Scale**

Your final ENG2961 grade will be calculated using a straight scale as follows:

92.5 – 100%	= A	72.5 – 77.4%	= C
87.5 – 92.4%	= AB	67.5 – 72.4%	= CD
82.5 – 87.4%	= B	62.5 – 67.4%	= D
77.5 – 82.4%	= BC	0 – 62.4%	= F

### **Course Policies**

**Attendance:** this class is team based starting on the first day; therefore, consistent attendance is crucial for your team's success. Grades for this class emphasize participation.

**ADA:** MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). MTU is committed to a policy of educating individuals with physical or learning disabilities without discrimination. If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students, x2212. For further concerns about discrimination, please contact your advisor, department head, or the Affirmative Action Office, x3310.

**Academic Integrity:** MTU's Academic Integrity Policy defines plagiarism as "knowingly copying another's work and calling it one's own or not giving proper credit or citation." The penalties for plagiarism or other forms cheating range from receiving a failing grade on the work in question to expulsion from the university. Students who have any questions about this issue, or who have questions about whether they have properly cited their sources properly, should consult the instructor or a coach in the MTU Writing Center.