| Course Unit Title | Code |
|---|---|
| **WORKSHOP: TEAMWORK** | |

| Lecturer(s) | Department(s) |
|---|---|
| **Coordinator:** assoc. prof. of practice Eglė Daunienė<br>**Other(s):** | Institute of International Relations and Political Science, Vilnius university, Vokiečių str. 10, LT-01130, Vilnius, tel. +370 52514130, e-mail: tspimi@tspmi.vu.lt |

| Study cycle | Type of the course unit |
|---|---|
| First | Elective |

| Mode of delivery | Course unit delivery period | Language (s) of instruction |
|---|---|---|
| Face-to-face | 1 (autumn) or 4 (spring) or 6 (spring) semester | English |

| Requirements for students | |
|---|---|
| Pre-requisites: - | Co-requisites (if any): - |

| Number of credits allocated | Total student's workload | Contact hours | Self-study hours |
|---|---|---|---|
| 5 | 130 | 32 | 98 |

| Purpose of the course unit: programme competences to be developed |
|---|
| The course aims tov advance students understanding of team development, functions and dynamic as well as to develop a competent of effective participation in teaming process such as group activities, leadership taking and leadership following, reflecting and correcting teaming process, building trust and communication skills, team decision making and correcting mistakes of collaborative action. |

| Learning outcomes of the course unit | Teaching and learning methods | Assessment methods |
|---|---|---|
| Students will be able to demonstrate detailed knowledge about frameworks and concepts for understanding teams, how they develop, functions and the dynamics of teams. | Interactive lecturing, independent information sourcing and literature review, group work, case studies. | Analysis and creative presentation of theories, theory application project |
| Students will be able to explain critical team processes including communication, problem solving, decision-making, handling conflicts and methods to leverage teams most efficiently. | | |
| Students will be able to systemically analyze team processes and critical team events with respect to relevant theory. | Collaborative group work, simulations, peer feedback | Personal development: participation in activities |
| Students will be able to plan, organize and implement teamwork in different settings (public, private, NGO sector organizations) by applying ethical values and moral sensibility. | Interactive lecturing, independent information sourcing and literature review, case studies, collaborative group work, simulations, peer feedback | Personal development: participation in activities, theory application project |
| Students will be able to effectively collaborate in team and participate in activities of leading, managing and motivating cross-cultural team members and productively dealing with conflicts and creativity. | | |
| Students will identify and respect diverse backgrounds and perspectives, be familiar with the notion of equality and the principle of non-discrimination and apply this knowledge to the resolution of ethical and other professional dilemmas while working in a miscellaneous team. | | |
| Students will be able to critically evaluate and reflect their own accomplishments, strengths and development needs in working in professional teams, as well as to enhance acquired knowledge and abilities independently. | | |

| Content: breakdown of the topics | Contact hours | | | | | | | Self-study work: time and assignments | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Lectures | Tutorials | Seminars | Exercises | Laboratory work | Internship/work | Contact hours | Self-study hours | Assignments |
| 1. Team formation and development: <br> - principles of self-managing team <br> - interest, need, goal of a group <br> - challenges in forming a team | 1 | | 2 | 1 | | | **4** | **10** | Prepare for seminar: <br> **Read and analyze the text**: <br> Levi, D. Group Dynamics For Teams, Ch.1-2. |
| 2. Role distribution and enactment: <br> -evaluation of the unique competencies of the group members <br> -commitment to the goal stage in the group <br> -increasing the knowledge of the pull of competencies, capabilities and resources | 1 | | 2 | 1 | | | **4** | **15** | Prepare for seminar: <br> **Read and analyze the text**: <br> Levi, D. Group Dynamics For Teams, Ch.3-4. |
| 3. Team diversity: <br> -process orientation in team <br> -stages of employment of the diversity in a group | 1 | | 2 | | | | **3** | **10** | Prepare for seminar: <br> **Read and analyze the text**: <br> Levi, D. Group Dynamics For Teams, Ch.5 |
| 4. Managing interdependence and leading members: <br> -self-regulating practices <br> - coordination, moderation, facilitation | 1 | | 2 | 2 | | | **5** | **11** | Prepare for seminar: <br> **Read and analyze the text**: <br> Stone, D. Difficult Conversations: How to Discuss What Matters Most, Ch.1 |
| 5. Communication in teams: <br> -setting norms about collaborative communication <br> - solving communication problems <br> - reflection | 1 | | 2 | 2 | | | **5** | **15** | Prepare for seminar: <br> **Read and analyze the text**: <br> Levi, D. Group Dynamics For Teams, Ch.6 |
| 6. Exercising values, building culture <br> -identity articulation <br> -forms of expressing group identity <br> -emotional bonding | 1 | | 2 | | | | **3** | **9** | Prepare for seminar: <br> **Read and analyze the text**: <br> Stone, D. Difficult Conversations: How to Discuss What Matters Most, Ch. 6-7 |
| 7. Leveraging interpersonal relationships and social interactions <br> -identifying resources in synergies and synchronisations <br> - resolving personal and group goals | 1 | | 2 | 2 | | | **5** | **13** | Prepare for seminar: <br> **Read and analyze the text**: <br> Levi, D. Group Dynamics For Teams, Ch.7-8 |
| 8. From individual to team performance: appraisal <br> - principles and tools of self-evaluation <br> - value of peer feedback | 1 | | 2 | | | | **3** | **15** | Prepare for seminar: <br> **Read and analyze the text**: <br> Bolton, G. Reflective Practice: Writing and Professional Development, Ch 3. |
| **Total:** | **8** | | **16** | **8** | | | **32** | **98** | |

| Assessment strategy | Weight, percentage | Assessment period | Assessment criteria |
|---|---|---|---|
| Personal development: participation in activities | 30 | During semester | Assessment is based on the following criteria: capabilities to offer thoughtful critical remarks, to participate effectively in discussion, contribute to other participants' ideas, capability to critically assess the issues and situations, to identify the most significant features, to provide correct answers to questions and to raise questions, personal contribution and development by showing courage and motivation to experiment and reflect on activities from personal standpoint. |
| Analysis and creative presentation of theories | 35 | During semester | Assessment criteria for the presentation:<br>- All key elements from frameworks and concepts for understanding teams, how they develop, function and the dynamics of teams are discussed and the literature sources properly referenced (10% of grade);<br>- The theoretical elements are illustrated by specific and relevant examples from practice, the source of examples are properly referenced (10% of grade);<br>- The students' team provide open reflection of their own teamwork when performing this task which reflect the learnings of members (10% of grade).<br>- The presentation is submitted on time, it is performed in collaboratively by the students' team, the creative use of presentation technologies (video or audio) is demonstrated (5% of grade). |
| Final project (theory application) | 35 | At the end of course | Assessment criteria for the project:<br>1 part (30% of grade):<br>- The recommendations how to manage teamwork are specific, relevant and applicable for the targeted audience;<br>- Illustrations are presented that facilitate a better understanding on how to apply the recommendations;<br>- The presentation is submitted on time, the outcome is creative, visual, relevant and interesting, it is performed in collaboratively by the students' team.<br>2 part (5% of grade):<br>- The students' team provide open reflection of their own teamwork when performing this task which reflect the learnings of members. |

| Author | Year of publication | Title | Issue of periodical or volume of publication | Publishing place and house or web link |
|---|---|---|---|---|
| **Compulsory reading** | | | | |
| Daniel Levi | 2016 | Group Dynamics For Teams, 5th edition | | Sage Publications |
| Douglas Stone, Bruce Patton, and Sheila Heen | 2010 | Difficult Conversations: How to Discuss What Matters Most | | Penguin Books |
| Gillie Bolton, Russell Delderfield | 2018 | Reflective Practice: Writing and Professional Development, 5th edition | | Sage Publications |
| **Recommended reading** | | | | |
| J. Richard Hackman | 2009 | Why Teams Don't Work | | Harvard Business Review |
| Robert Huckman and Bradley Staats | 2013 | The Hidden Benefits of Keeping Teams Intact | | Harvard Business Review |
| Michele Erina Doyle and Mark K. Smith | 2008 | Shared Leadership: theory and practice | | http://www.infed.org/leadership/shared_leadership.htm |
| CIlliers, F. & Koortzen, P. | 2005 | Working with conflict in teams - the CIBART model. | | HR Future, October, 52-52 |