The Wharton School of the University of Pennsylvania
Management 240: Group Dynamics
Fall 2010

Professor

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Teaching Assistants

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Goals

This course is offered only for first-time MGMT 100 TAs. The primary goals are to:

1. Enhance your capacity to perform as a MGMT 100 TA
2. Increase your knowledge of what makes groups work and how to apply it
3. Increase your knowledge of your strengths and areas for improvement as a team member

MGMT 240 is designed to help students learn by observing, facilitating, coaching, and leading teams. The professor, Stew Friedman, teaching assistants Wendy De La Rosa and Penny Metchev, and MGMT 240 students each play critical roles toward these ends.

Professor's Role

Professor Friedman is responsible for course design, administration, and implementation. This includes presenting course concepts, leading classroom activities and discussions, demonstrating course concepts through simulations, and evaluating student performance. He aims to connect concepts to MGMT 100 TA experiences and the world beyond Wharton. He is available to meet with MGMT 240 students by appointment and generally responds promptly to e-mails. Professor Friedman solicits and responds to feedback from students and teaching assistants about how to continually improve our course.

Teaching Assistants' Role

Wendy and Penny were directly involved in the preparation of the curriculum for this semester's version of our course. As MGMT 240 teaching assistants, they are responsible for evaluating students, leading in-class discussions of MGMT 100-related topics, and sharing their experiences and insights about challenges students face at Wharton. They will work to ensure that students are aware of their performance through feedback about classroom participation and writing. Wendy and Penny are responsible for monitoring student preparation for class necessary to maintain consistently high-quality classroom discussions. The TAs deal with all MGMT 240 matters pertaining to the MGMT 100 TA community and the MGMT 100 program, and they jointly share administrative duties with Professor Friedman. As MGMT 240 TAs, Penny and Wendy are also a resource for students on any MGMT 240-related issues; they are available to discuss course-related issues as needed.

Students' Role

The main responsibility of MGMT 240 students is to be open to the lessons and experiences gained from our course in order to make it as valuable as possible. Students are expected to have completed all assigned readings and discussion questions prior to the day on which they are to be discussed. Consistent attendance at the scheduled time is essential. If a late arrival or absence from class is unavoidable, students are expected to notify the TAs in advance, obtain class notes from fellow students, and follow the posted guidelines for the missed class written assignment. Refer to page four for additional information pertaining to missed classes.

Required preparation includes completion of assigned readings and study questions; it is assumed that you have read the readings, completed the study questions, and are prepared to discuss the text when you arrive in class. Please note that the study questions – which might be discussed in class, or not, depending on what other issues arise – are intended to help you focus on the main topics of the assigned readings.

Students are to bring assigned readings and any other appropriate materials to class. Assignments are to be posted in the appropriate Webcafé folder(s) prior to the start of the class in which they are due.

In addition to delivering thoughtful and perceptive written work, each student is expected to actively participate in classroom discussions and play a role in the development of the leadership and facilitation skills of their classmates. This includes building relationships with the members of their Learning Team and other students in the class. Outside of class, students are expected to test and practice the skills and techniques learned in MGMT 240 during interactions with their MGMT 100 teams and other groups. Finally, students are expected to make full use of all of the resources available to them in the MGMT 240 class, including Professor Friedman, the TAs, and each other, and to provide feedback intended to continually improve our course.

Action Plan

We use a variety of methods to achieve our goals including action learning, peer coaching and feedback, books, articles, lectures, class dialogue, and written assignments designed to help you learn from your experience. The syllabus provides an initial plan for our work and may be revised based on emergent information about students' needs and interests.

Group Memberships

As a course member you work with three groups that are important sources for learning:

1. MGMT 100 student team for which you are a Team Advisor
2. MGMT 100 teaching team, with your MGMT 100 instructor and fellow TAs
3. MGMT 240 Learning Team (LT)

These groups are the foci of analysis and action throughout our course.

Materials

The required readings for the course include a Bulkpack available for purchase at Wharton Reprographics and three books. The books are: Hackman, J. R., 2002, *Leading Teams*; Schwarz, R., 2004, The *Skilled Facilitator*; and Strunk and White, *The Elements of Style*. These books are available in the textbook department of the Penn Bookstore and should be purchased as soon as possible.

Grading

Your grade for this course is a function of your classroom contribution and participation, individual assignments, and Learning Team assignments.

There is no set curve or grading distribution in this course. Grades for assignments will be posted to the Grade Book in Webcafé. Feedback and comments will be posted in the appropriate student or team folder. TAs will provide a more complete assessment report to each student in the form of an individual feedback session mid-semester.

The grading breakdown for MGMT 240 is as follows:

> 25% Class participation
> 35% Individual assignments
> 10% Learning Team assignment (A2)
> 30% Learning Team Initiative (A7)

Please address any questions regarding our grading system first to the TAs. If you have further questions after doing so, please contact Professor Friedman.

Class Participation

Our class is highly interactive and your participation is essential to its success. Your class contribution grade is based on both the quantity and quality of what you bring to our work in class every day.

Your participation grade is a function of the following:

- Class attendance and punctuality
- Demonstrating high quality contributions to performing class tasks
- Being prepared to analyze and discuss the course and TA material/issues
- Presenting your ideas in a way that others can understand
- Asking thoughtful questions
- Actively advancing the goals of MGMT 240

Please note that simply attending class will not grant you full participation credit, nor will rephrasing a classmate's ideas. Your contributions should be clear, concise, and offer ideas that further our conversations. Comments that derail or take away from our collective learning result in a reduction of participation credit.

Professor Friedman and the TAs evaluate participation on a daily basis. Please feel free to get in touch anytime with questions or ideas about any aspect of class participation. As with everything else in our course, follow this rule: When in doubt, inquire!

Assignments

Written assignments are to be posted in the designated Webcafé folder(s) prior to the start of class on the date due. Late assignments will not be accepted, unless an emergency situation has come up.

Assignments are evaluated through a simple three-tiered system of √s: √-, √, or √+. Only exceptional work is scored √+. Almost all assignments are likely to be scored √. Assignments are graded based on how well students answer the assignment question, integrate course concepts, and use evidence (both from readings and their past experiences) to support their thesis. Please be specific when answering questions and completing assignments. The more you are able to detail your thoughts, the better positioned others are to provide constructive feedback. Most assignments will be discussed in class. Reading and commenting on classmates' assignments is encouraged. Experience shows that the more you learn about and contribute to others in our class, the more you learn about yourself. Students are expected to proof-read their work very carefully.

Learning Team Initiative

Students have the opportunity to contribute to improving our learning community. The Learning Team Initiative (A7), which unfolds in stages, requires teams to devise something that enhances MGMT 100 or MGMT 240.

After reviewing the initial idea with our class (A7.1), teams present their final concept and completed deliverable to our teaching team (A7.2). Students also offer an executive summary of these presentations to Dr. Greenhalgh and the MGMT 100 Executive Board. Please see the assignment outline for more details.

Posting Format

- For all individual assignments, post one copy in your personal folder in the following format: yourlastname-assignmentnumber.doc (for example: Metchev-A1.doc)
- For all Learning Team assignments, post one copy in your Learning Team's folder (for example, on Stew, Wendy, and Penny's Learning Team: Friedman-De La Rosa-Metchev-A1.doc)
- If an assignment requires that you write a note to a member of your Learning Team (for example, if Wendy is writing a note to Penny) post the note in the recipient's personal folder (Penny's folder in this case) using the following format: yourlastname-recipient'slastname-assignmentnumber.doc (e.g. De La Rosa-Metchev-A1.doc). A compilation of Wendy's notes should then be posted in this folder using the file name: De La Rosa-A1.doc.
- Be sure you grant access to both open and edit each document to "Any member who can get to it" so that it may be reviewed and commented on by your classmates, TAs, and the instructor. Use the "access" button to ensure that your peers can read your work.

Assignment Deadlines and Missed Classes

Missing deadlines without prior notice is unacceptable. Half of a point will be deducted each day an assignment is late. If you think you might miss a deadline for an assignment, notify the TAs and instructor prior to the deadline to work out an arrangement if necessary.

If you must miss a class, contact at least two classmates about what was covered in that class period and then post a note within three days of the class to the Webcafé folder entitled "Notes on Missed Classes" on what you understand to have been the main learning points of the session.

Fall 2010 Course Schedule

Please note: <u>SF</u> stands for *The Skilled Facilitator* and <u>LT</u> stands for *Leading Teams*

Class 0 Sunday September 5 Contracting and Ground Rules	**Goals:** • Become acquainted with your Learning Team through completing the Center City Challenge • Clarify role with your MGMT 100 team as TA • Understand the ground rules of effective group facilitation • Learn the skills to contract appropriately with your MGMT 100 team **To do:** Watch Contracting video before class	**Readings:** <u>SF</u> Ch. 5; <u>SF</u> Ch. 13 **SF Ch. 5** 1. How do you plan to establish your initial contract with your MGMT 100 team? **SF Ch. 13** 2. How will you introduce the ground rules and how will you contract with your team on their use?
Thursday September 9	**NO CLASS** **HAPPY JEWISH NEW YEAR!**	
Class 1 Tuesday September 14 Introductions	**Goals:** • Get to know your classmates • Get an overview of course goals and performance expectations **Assignment: A1** **Food LT:** 1	**Readings:** MGMT 100 Syllabus, MGMT 240 Syllabus, <u>SF</u> Ch.1, *Elements of Style* (read book and reference through semester), Bulkpack: *Say It With Presentations* **SF Ch. 1** 1. How does the role of a TA compare to the group facilitation roles that Schwarz describes? 2. What challenges will you face in embodying the core values of the Skilled Facilitator approach?
Class 2 Thursday September 16 Facilitation Basics	**Goals:** • Introduce TA Talk Time • Introduce the mutual learning model • Clarify your role with your MGMT 100 team as TA **Food LT:** 2	**Readings:** <u>SF</u> Ch. 3; <u>SF</u> Ch. 4 **SF Ch. 3** 1. What are the key differences between basic and developmental facilitation? 2. Which facilitation role(s) will you employ as a TA? **SF Ch. 4** 1. What is the difference between the mutual learning model and the unilateral learning model, and how does this distinction help you understand your role as a TA?

Class 3 Tuesday September 21 Group Effectiveness and Group Development	**Goals:** • Recognize areas in which your MGMT 100 team requires your support • Identify the differences between the facilitator and coaching roles **Food LT:** 3	**Readings:** <u>SF</u> Ch. 2; <u>LT</u> Preface and Ch. 1 **SF Ch. 2** 1. What are the two or three primary means by which you can you help transform your MGMT 100 team from a working group to an effective group? 2. What are the limits of your MGMT 100 TA role that constrain your capacity to modify group context, group structure, and group process? **LT Preface** 1. What are the five conditions that foster team effectiveness? 2. Which conditions are the most amenable to your impact and which ones are least so, and why? **LT Ch. 1** 1. What are Hackman's three criteria for understanding a team's effectiveness and how can you ensure that your students grasp the value of all three in their work this semester?
Class 4 Thursday September 23 Diagnosis and Intervention Basics	**Goals:** • Introduce the Diagnosis Intervention Cycle • Understand contextual clues to decide when and how to intervene **To do:** Preview the *D.I.C Video* on Webcafé **Food LT:** 4	**Readings:** <u>SF</u> Ch. 6 and Ch. 7 **SF Ch. 6** 1. What is the most significant challenge you face in diagnosing your MGMT 100 team? 2. What method or strategy might you use to overcome this challenge? **SF Ch. 7** 1. Under what circumstances should you not intervene, and why? 2. Have you faced a situation with your MGMT 100 team where you were unsure about your intervention? What happened and what did you learn from this?
Class 5 Tuesday September 28 Diagnosis and Intervention Basics	**Goals:** • Present A2 • Learn intervention techniques from classmates **Assignment: A2** **Food LT:** 1	**Readings:** Bulkpack: *Verbal Techniques- What to Say: Nonverbal Techniques- What to Do"* Bulkpack: *50 Minutes to Make a Decision* **Verbal and Nonverbal Techniques:** 1. How do these techniques inform your use of the Diagnosis Intervention Cycle?

Class 6 Thursday September 30 Stew's Story Time	**Goals:** • Learn about Prof. Friedman's background and areas of interest **Food LT:** 2	
Class 7 Tuesday October 5 Real Teams and Compelling Direction	**Goals:** • Identify what makes a real team • Understand how to create a compelling direction • Learn about Wendy's background and areas of interest **Assignment: A3** **Food LT:** 3	**Readings:** LT Ch. 2; LT Ch. 3 **LT Ch. 2** 1. When should you be on the lookout for under-use and inappropriate overuse of authority by your MGMT 100 team? 2. Differentiate between manager-led, self-managing, self-designing, and self-governing teams. Which most resembles your MGMT 100 team? Why? **LT Ch. 3** 1. Describe the three features of a compelling direction. 2. As a TA, which of the three tradeoffs associated with setting direction do you think you will struggle with? Why?
Class 8 Thursday October 7 Enabling Structure	**Goals:** • Analyze and propose improvements to the structure of your MGMT 240 team and Learning Team • Identify the structural support and limitations of your MGMT 100 team **Sign-up for a one-on-one meeting with Penny or Wendy on Webcafé after class** **Food LT:** 4	**Reading:** LT Ch. 4 **LT Ch. 4** 1. How can you help your team's members to work through the anti-learning temptations they may experience during MGMT 100? 2. What can you do to assist your MGMT 100 team or your MGMT 240 team in establishing its core and secondary norms of conduct?
Class 9 Tuesday October 12 Coaching Others to Give and Receive Feedback	**Goals:** • Learn how to coach others to give and receive feedback • Understand strategies to approach one-on-one feedback sessions with your MGMT 100 students **Food LT:** 1	**Reading:** Bulkpack: *Communication and Deliberate Feedback* **Communication/Feedback:** 1. How can you use this article to assist your one-on-one feedback sessions? 2. What do you expect will be your biggest challenge during your one-on-one feedback session and how are you planning on handling it? 3. How will you make sure students have understood and internalized the feedback?

Class 10 Thursday October 14 Using Feedback to Improve Performance	**Goals:** • Share open and honest feedback with your Learning Team • Learn about Penny's background and areas of interest **Assignment: A4** Print compilation of notes and bring to class **Food LT:** 2	**After class:** After class upload two sentences on Webcafé about what your action plan will be for the next half of the semester, based on what you took away from feedback received from your classmates.
Class 11 Tuesday October 19 Building Social Capital	**Goals:** • Understand social capital and the reciprocity principle • Help classmates achieve their goals **Assignment:** Come prepared with a request for help to make to the other members of our class. **Food LT:** 3	**Reading:** Bulkpack: *What is Social Capital and Why Should You Care About It?* **Social Capital:** 1. How do you see the concept of social capital being relevant for MGMT 100? 2. Describe a time when you experienced the benefits of social capital.
Class 12 Thursday October 21 Feedback: Emotions in Group Life	**Goals:** • Learn how emotions affect group dynamics, both in your MGMT 100 and MGMT 240 teams • Begin brainstorming on your A7 Initiative **Assignment:** 1. Bring your ideas about improving MGMT 240 or MGMT 100 to class. 2. Post question for Roger Schwarz on Webcafé by Friday 22nd October. **Food LT:** 4	**Reading:** SF Ch. 12 **SF Ch. 12** 1. How will you assist your MGMT 100 team members in identifying the emotions that affect team performance? 2. What positive emotions can you bring to your role in MGMT 100? In MGMT 240?
Class 13 Tuesday October 26 Diagnosis and Intervention Strategy	**Goals:** • Talk with Roger Schwarz about the Diagnosis Intervention Cycle • Gain a greater understanding about the principles highlighted in the *Skilled Facilitator* **Assignments:** 1. Sign up on Webcafé for partner's status report rehearsal for upcoming A5 **Food LT:** 1	**Readings:** SF Ch. 8; SF Ch. 9 **SF Ch. 8** 1. How will you use the strategies presented in this chapter to enhance your Learning Team's effectiveness? **SF Ch. 9** 1. Has your MGMT 100 team been adhering to the ground rules set at the beginning of the semester as the basis for facilitation? What have been the effects of this behavior? How can you change this?

Class 14 Thursday October 28 Pitch Day	**Goals:** • Present initial Learning Team Initiative • Help other teams improve their project ideas • Learn from collective feedback **Assignment: A7.1** Give a quick overview of your A7 deliverable and be prepared to discuss any questions or concerns about it. **Food LT:** 2	
Class 15 Tuesday November 2 Groups in Context –Power Exercise	**Goals:** • Understand the relationships among power, leadership, and group dynamics **Food LT:** 3	**Reading:** Bulkpack: *Foster Collaboration* **Foster Collaboration:** 1. How can you create a climate of trust within your MGMT 100 team? 2. How can you demonstrate compassion and care for your MGMT 100 team during moments of tension and conflict?
Class 16 Thursday November 4 Expert Coaching	**Goals:** • Identify what makes coaching useful • Assess coaching opportunities for your students • Learn more about how to coach and be coached **Assignment: A5** **Food LT:** 4	**Reading:** LT Ch. 6 **LT Ch. 6** 1. According to Hackman, what is group coaching all about? 2. When are coaching interventions most effective?
Class 17 Tuesday November 9 Conflict or Collaboration	**Goals:** • Realize how context changes the way groups perform • Explore how to align individual incentives with group goals **Food LT:** 1	**Reading:** LT Ch. 5 **LT Ch. 5** 1. How does this chapter on the context in which groups perform inform your understanding of how your teams (MGMT 100 and 240) function? 2. Describe the reward, information and educational systems that surround your MGMT 100 team and at least one effect of how these systems are set up.
Class 18 Thursday November 11 Learning from MBAs	**Goals:** • Draw lessons from MBAs regarding group dynamics based on their work experiences **Assignment: A6** **Food LT:** 2	

Class 19 Tuesday November 16	**NO CLASS** **USE TIME TO PREPARE LEARNING TEAM INITIATIVE.**	
Class 20 Thursday November 18 Leading Change	**Goals:** • Inform the class about your completed Learning Team Initiative **Assignment: A7.2**	
Class 21 Tuesday November 23	**NO CLASS** **ENJOY YOUR THANKSGIVING BREAK!**	

Class 22
 	
Tuesday
November 30
 	
Leading
Change
	Goals:
	• Present an executive summary of your Learning
	  Team Initiative to Dr. Greenhalgh and members of
	  the MGMT 100 Executive Board
	
	Assignment A7.3
	
	Food LT: 3	

Class 23 Thursday December 2 Building Teams	**Goals:** • Experience first-hand the dynamics of your Learning Team under different work environments **Food LT:** 4	
Class 24 Tuesday December 7 Using Feedback to Improve Performance	**Goals:** • Share open and honest feedback with your Learning Team **Assignment: A8** Print compilation of notes and bring to class **Food LT:** 1	
Class 25 Thursday December 9 Commencement	**Goals:** • Identify how our course has influenced you **Assignment: A9** **Food LT:** 2	

Assignments

All assignments should be posted in your personal or Learning Team Webcafé folder prior to the start of class on the due date. Refer to previous information relating to the posting of documents. Double space unless otherwise noted.

Assignment	Due	Individual or LT	Description	Points
A1	Tuesday Sept. 14	Individual	Enumerate your responses for each item below. This information speeds up the introduction process and offers some insight about you to your peers. Please include: • Full name and, in parenthesis, name you would like to be called • E-mail address and cell phone number • Describe your dream job. (1 short paragraph) • Describe a hero of yours. What do you admire about this person? (1 short paragraph) • What are your goals for this course? Develop your goals with reference to each of the three groups that we will be a focus of this class. (1 paragraph) • What should others in our course know about you to that will help us motivate you throughout the course? (1 paragraph) • What 2-3 aspects of your style and skills as a team player would you like feedback on from others in our course? (1 paragraph) This assignment must be completed in order to earn participation points for Thursday's class. Make sure to upload it with the proper file name.	5
A2	Tuesday Sept. 28	Learning Team	Analyze and apply the Diagnosis Intervention Cycle steps to the *50 Minutes to Make a Decision* case study. Describe how you would handle the situation as a TA facilitator observing the meeting. Pick two instances in which it would be most appropriate to intervene. Justify your choices and include a step-by-step analysis of your progression through the Diagnosis Intervention Cycle. Indicate your assumptions about the group's existing ground rules and contracting in this analysis. This deliverable will be in a presentation format of your choice (i.e. PowerPoint, skit, play, musical etc.). Please limit your presentation to ten minutes. In addition, state your interventions and reasons for interventions in an outline format. Please limit your outline to 500 words.	10
A3	Thursday Oct. 5	Individual	Use the concepts from *Leading Teams* (Chapters 2 and 3) to analyze your MGMT 100 team. Identify where they have fallen short with regard to embodying the qualities of a real team and having a compelling direction. Finally, indicate how you can begin to address these shortcomings. Please limit your analysis to 750 words.	5
A4	Thursday Oct. 14	Individual	Write a two-page double-spaced narrative to each of the other members of your Learning Team on their strengths and areas for improvement based on performance in contributing to course goals, drawing on group work as well as class simulations, role-plays, and other interactions. Address what he or she has asked for feedback on (in A1) as well as other areas you think are important. Follow the guidelines for effective feedback given in the readings and provide a balance of both strengths and opportunities for improvement. Every student will compose three such narratives. Post each note in the recipient's personal folder on Webcafé. Do not post in the Learning Team folder.	5

			Finally, please send a private e-mail to Penny Metchev (using subject: A4) answering this question for each of your Learning Team members: Has [insert each Learning Team member's name here] demonstrated basic teamwork proficiency worthy of a MGMT 100 TA? There are three acceptable answers: "no," "too early to tell," and "yes." Here's how your e-mail could look: LT member 1 name – yes LT member 2 name – too early to tell LT member 3 name - yes. Please provide any further comments as you wish in the email. In order to pass MGMT 240, at least one of your teammates must give you a "yes" in response to this question in A8, later this semester.	
A7.1	Thursday Oct. 28	Learning Team	Present a brief overview of your A7 project and its implementation. Come to class with questions or areas of concern you can share with the class after the overview. The presentation and class feedback should not exceed eight (8) minutes.	0
A5	Tuesday Nov. 4	Individual	Record yourself facilitating a status report rehearsal. (Make sure to ask your students beforehand for permission to record them. See associated materials on Webcafé about how to use recording facilities in the JMHH lecture rooms.) Upload your video to Webcafé and assign yourself a classmate on the sign-up table. Directly observe your own and the classmate's video of their status report rehearsal. Assess the two videos by discussing the similarities and contrasts in coaching style and strategy. Pay attention to the observed behaviors and analyze them with concepts from our course readings. Conclude your analysis with how you can use these insights from your comparison to improve your own facilitation technique in the future. Summarize your observations and analysis in 500 words.	5
A6	Thursday Nov. 11	Individual	Schedule a time to converse with an MBA candidate. This conversation should focus on group dynamics, working in groups, and group facilitation in the real world. Have the following questions in mind during your interview: • What principles from the MGMT 240 class has your MBA seen in action in the working world? In the MBA curriculum? In other life experiences? • How do you see yourself using course concepts in the future, and how will your application of these ideas and methods differ from use at Wharton? • How might this interview inform your work as a MGMT 100 TA? Prepare a 750-word response detailing your conversation and its application to your role as MGMT 100 TAs.	5

A7.2	Thursday Nov. 18	Learning Team	Using your presentation (A7.1) as a foundation, prepare a 15-17 minute presentation (including Q & A) that will inform the rest of the class about your Learning Team Initiative in its entirety. The initiative should present your ideas in a creative and compelling manner. This final deliverable should provide specific suggestions for implementation. Think of this tool being used in the MGMT 100 and MGMT 240 communities in future years. Your entire initiative must be completed at this time. You and your team should decide how long you would like to present and how much time you would like to reserve for Q & A; these two components should add to no more than 17 minutes. While this session could involve humor, it needs to be grounded in the concepts we've studied this semester. Consider conducting additional research outside of MGMT 240 to bolster support for your idea. Following your presentation, members of other Learning Teams will provide you with feedback and ask any questions they may have. After class, assign one team member to update the project summary table posted on Webcafé. The text you provide will be distributed to Dr. Greenhalgh and the MGMT 100 Executive Board before your final presentation on November 30 (A7.3).	20
A7.3	Tuesday Nov. 30	Learning Team	Present an executive summary of your Learning Team Initiative (A7.2) to Dr. Greenhalgh and members of the MGMT 100 Executive Board. This presentation should be no more than ten minutes, and will be followed by a two-minute Q&A period. Be specific with your suggested implementation in order to make this tool as useful as possible for future generations of the MGMT 100+240 communities.	10
A8	Tuesday Dec. 7	Individual	Write a two-page narrative to each of the members of your team on strengths and areas for improvement based on performance in contributing to course goals, drawing from various interactions. Address what he or she has asked for feedback on as well as any other areas you think are important. Pay attention to changes that have been made since the last feedback session (A4) and follow the same guidelines outlined there. Have they followed their action plan? If not, why not? If so, how? Please also send an e-mail to Wendy De La Rosa (using subject: A8) answering this question for each of your Learning Team members: Has [insert each member's name here] demonstrated basic teamwork proficiency worthy of a MGMT 100 TA? There are two acceptable answers: "no" and "yes." Here's how your e-mail could look: LT member 1 name – yes LT member 2 name – yes LT member 3 name – yes Please provide any further comments if you wish in the email. In order to pass MGMT 240, at least one of your teammates must give you a "yes."	5
A9	Thursday Dec. 9	Individual	Describe what you have learned this semester about groups and your skills in contributing to their success. Draw on course concepts and your experiences throughout the last few months in MGMT 100 and MGMT 240. Consider revisiting the feedback your team has given you and identifying your progress toward these ends. Include a paragraph at the conclusion indicating ideas for building on strengths and dealing with areas for improvement in the design and implementation of MGMT 240. Bring a copy to the last class for reference. Limit your essay to 1,250 words.	5