

Digital Media Project Four (DMP4) Guidelines (F2F)
BUS ADM 330 – Organizations – Spring 2016

Building a High Performance Team

Overview. For Digital Media Project Four (DMP4), which is worth 200 points and represents 20% of your final grade in the course, you must work with two partners (no more than three people in your group/team) to develop, implement and evaluate a plan for how to build an effective, high performance team. The format for DMP4 is an original website with at least 5 pages that includes at least five visual elements (i.e., at least one visual element per web page) that you have created (photographs taken by someone outside the team are not acceptable, unless team members appear in the photo). (See deliverable #1 on page 3 of these instructions). (At least one of these visual elements should be a wordle or word cloud - see Appendix One for an example wordle and instructions on how to create one. Appendix One also includes some other examples of visual elements that would be acceptable. Please see Dr. Jude or your TA if you need assistance creating these visual elements).

As you may recall, early in the semester we asked you to select your group members. Those who did not join a group on their own, will have to complete the project by themselves and will receive a 25 point deduction on their score for the final project. By the end of the semester, **each** group member must submit a **peer evaluation** in which you document your specific contributions to the project and evaluate the contributions of other members. (See deliverable #2 on page 3 of these instructions).

We strongly encourage you to create your website using the free website development tools from <http://www.weebly.com>. However, students in previous semesters have also used the free website development tools from <http://www.wix.com> and <http://www.wordpress.com>. While you are not required to use one of these free tools to create your website, you must make sure that you can generate a **public URL** so that everyone in the class can gain access to your site and provide feedback. You do not need to pay to have your site hosted on any of these websites - all you need to do is **publish your site** to the public and keep track of the URL to submit in the D2L DMP4 Discussion Forum and the Project Submission Survey.

Your website must contain **at least five pages**, which should make it fairly easy for you to divide up the labor among the two or three group/team members. We strongly encourage you to select one of the design templates that are available within the website development application and use that template on every page to give your website the sense of **cohesiveness and unity** required in the Presentation Zen approach. We strongly encourage to use the following structure for your website to ensure that you include all of the required elements (shown in the table below and on the next page).

Web Site Pages	Purpose	Required Elements
Page 01 - Home, About Us or Introduction (Worth 20 points)	Welcome viewers to your site and provide basic background information about who you are and what your project is about	Brief bio (175-200 words) for each group/team member that describes skills and abilities that each person contributed to the project; and either a group photo or photos of each individual member of the group/team

Web Site Pages	Purpose	Required Elements
<p>Page 02 - Description of topic, theoretical perspective and reference list (Worth 65 points)</p>	<p>Provide an overview of your topic and the theoretical perspective or model that you will use to guide the development of the rest of your website; Provide list of sources that were used to create your project</p>	<p>Overview essay and model (1750-2000 words) of the theoretical perspective that incorporates info from the OB text and your three articles; and a model or diagram that illustrates the theoretical perspective you will use to frame the rest of your website; Reference list that includes information about the sources you used, including articles, websites, images, etc. formatted in APA style.</p>
<p>Page 03 - Personal application #1 (Worth 30 points)</p>	<p>Share one group/team member's personal application of the model or theoretical perspective that was provided in your executive summary</p>	<p>Essay (700-750 words) in which group member #1 discusses his/her personal application of the theoretical perspective or model described on page 2; and at least one visual element that was created by group member #1</p>
<p>Page 04 - Personal application #2 (Worth 30 points)</p> <p>Note: If you do not have a second group member, you are still required to have this page in your website.</p>	<p>Share one group/team member's personal application of the model or theoretical perspective that was provided in your executive summary</p>	<p>Essay (700-750 words) in which group member #2 discusses his/her personal application of the theoretical perspective or model described on page 2; and at least one visual element that was created by group member #2</p>
<p>Page 05 - Personal application #3 (Worth 30 points)</p> <p>Note: If you do not have a third group member, you are still required to have this page in your website.</p>	<p>Share one group/team member's personal application of the model or theoretical perspective that was provided in your executive summary</p>	<p>Essay (700-750 words) in which group member #3 discusses his/her personal application of the theoretical perspective or model described on page 2; and at least one visual element that was created by group member #3</p>

Rationale and Objectives. All of us have had the experience of working with others on a team, whether at school, in work or volunteer settings, or through participation in athletics or some other team-based activity. Most of us have had a combination of positive and negative experiences when working on a team, yet we typically do not step back and try to figure out how to improve the experience and enhance the team's performance. There are many concepts and theories in the field of organizational behavior that can help us figure out how to develop teams that are effective and performing tasks at a high level. In this project we would like you to use concepts and theories from the OB textbook, as well as the three articles you select from those posted in D2L, to reflect on your past experiences as a team member. Armed with these insights, we would like you to develop a plan for how to build an effective team in the future. We hope that this type of critical reflection will help you develop some strategies to make your participation in teams more satisfying and rewarding in the future.

For this project we would like you to read at least three articles that have been published in academic journals, primarily those geared towards practicing managers, and integrate the perspectives in those

articles with the coverage of team characteristics, team processes and team performance that is presented in our textbook. We hope that this brief exposure to practitioner oriented journals will help you further develop your ability to synthesize multiple perspectives and use them to make sense of actual team experiences. And finally, we hope that this project will help you to experience first-hand, how the concepts and theories of organizational behavior can be used to improve performance of individuals, teams and organizations.

DMP4 Deliverables. There will be **two deliverables** for this project:

- 1) Your **final DMP4 project** (worth 175 points) - an original website with at least 5 pages (URL submitted to D2L Discussion Forum labeled *DMP4 - Website URL*). Please make sure you name your subject heading using this format: **LastNamePerson#1_ LastNamePerson#2_ LastNamePerson#3_ DMP4**. If your last names are too long to use this naming format, feel free to abbreviate each person's last name by using the first FIVE letters of the last name. Your DMP4 URL must be submitted in D2L to the appropriate discussion forum by **11:59pm CDT on Tuesday May 10, 2016**. You must also indicate the first and last names of your group members in your discussion post. Everyone who correctly posts their DMP4 URL to the appropriate discussion forum by **11:59pm CDT on Sunday May 8, 2016** will earn a ten point early submission bonus. **You must upload your URL as an active link to your website in order to get credit and/or qualify for the early submission bonus.**
- 2) In order to get credit for your project, **each person** must also complete the **DMP4 Final Project Survey** which is available at this link https://milwaukee.qualtrics.com/SE/?SID=SV_9LTOgJa6MZMMISt by **11:59pm CDT on Tuesday May 10, 2016**. This survey asks you to submit the URL for your group's website, along with a **project contribution report** in which you document your specific contributions to the project and indicate how your group members added value to the project (worth 25 points).

Integrating Sources into Your Project

In addition to our textbook, which is the first resource on the list, you must incorporate content from **at least three** of these sources¹ (see list for your chosen topic) in a meaningful way into your DMP4. In order to make it easy for us to see how you have integrated information from your resources into your project, you need to include **at least 15 citations** throughout your project. We would like you to **highlight each citation and make the type appear as bold to emphasize the OB concept** you are including from the cited sources, so that it is easy for you/us to spot all of the places that you have incorporated information from your sources. All of the articles we have selected are available in the Content Area of D2L under **DMP4 Resources**. You need to make it very clear how you have integrated content from the sources you select and you should properly cite the sources using either APA or MLA rules. For more information about how to properly cite your sources, please use the resources at <http://owl.english.purdue.edu/>.

Approved Resources for DMP4

- Achor, S. (2012). Positive intelligence. *Harvard Business Review*, 90(1, 2).
- Colquitt, J.A., Lepine, J.A., & Wesson, M.J. (2010). *Organizational Behavior: Improving Performance and Commitment in the Workplace*, 2nd Ed. Burr Ridge, IL: McGraw-Hill, Inc. (This is our OB text book)
- Cross, R., Ehrlich, K., Dawson, R., & Helderich, J. (2008). Managing collaboration: Improving team effectiveness through a network perspective. *California Management Review*, 74.
- Davis, R. (2009). What makes high-performance teams excel? *Research-Technology Management*, 52(4), 40-45.
- Dubin, H. (2005). Building high-performance teams. *Chief Learning Officer*, 4(7), 46-49.
- Dutta, S. (2010). What's your personal social media strategy?. *Harvard Business Review*, 88(11), 127-130.
- Dutton, J., Roberts, L., & Bednar, J. (2010). Pathways for positive identity construction at work: Four types of positive identity and the building of social resources. *Academy of Management. the Academy of Management Review*, 35(2), 265-293.
- Fox, J. (2012). The economics of well-being. *Harvard Business Review*, 90(1, 2),
- Gardner, H. (2012). Coming through when it matters most. *Harvard Business Review*, 90(4), 82-91.
- George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering Your Authentic Leadership. *Harvard Business Review*, 85(2), 129-138.
- Goleman, D. (2004). What Makes a Leader?. *Harvard Business Review*, 82(1), 82-91.
- Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal Leadership: The Hidden Driver of Great Performance. *Harvard Business Review*, 79(11), 42-51.
- Goleman, D. (2000). Leadership That Gets Results. *Harvard Business Review*, 78(2), 78-90.
- Gratton, L., Voigt, A., & Erickson, T. (2007). Bridging faultlines in diverse teams. *MIT Sloan Management Review*, 48(4), 22.
- Hill, L.A. (2007). Becoming the BOSS. (cover story). *Harvard Business Review*, 85(1), 48-56.
- Hill, L.A., & Lineback, K. (2011). Are You A Good Boss--Or a Great One?. *Harvard Business Review*, 89(1/2), 124-131.
- Hillmann, M., Hillmann, M., Dongier, P., Murgallis, R., Khosh, M., et al. (2005). When failure isn't an option. *Harvard Business Review*, 83(7/8), 41-42.
- Ibarra, H., & Hunter, M. (2007). How Leaders Create and Use Networks. *Harvard Business Review*, 85(1), 40-47.
- Johnson, W. (2012). Disrupt yourself. *Harvard Business Review*, 90(7/8), 147-150.

Kanter, R. (2011). How great companies think differently. *Harvard Business Review*, 89(11), 66-78.

Kirby, J. (2005). Toward a Theory of High Performance. *Harvard Business Review*, 83(7/8), 30-39.

Kotter, J. P. (2001). What Leaders Really Do. *Harvard Business Review*, 79(11), 85-96.

Laszlo, A., Laszlo, A., Laszlo, K., & Johnsen, C. (2009). From high-performance teams to evolutionary learning communities: New pathways in organizational development. *Journal of Organisational Transformation & Social Change*, 6(1), 29-48.

Maak, T., & Pless, N. (2006). Responsible leadership in a stakeholder society: A relational perspective. *Journal of Business Ethics*, 66(1), 99-115.

Martin, R. (2007). How Successful Leaders Think. (cover story). *Harvard Business Review*, 85(6), 60-67.

Mathieu, J., Maynard, M., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34(3), 410-476.

Mealiea, L., & Baltazar, R. (2005). A strategic guide for building effective teams. *Public Personnel Management*, 34(2), 141.

Molinsky, A., Davenport, T., & Davidson, C. (2012). Three skills every 21st-century manager needs. *Harvard Business Review*, 90(1, 2).

Morieux, Y. (2011). Smart rules: Six ways to get people to solve problems without you. *Harvard Business Review*, 89(9), 78-86.

Morriss, A., Ely, R. J., & Frei, F. X. (2011). Stop Holding Yourself Back. *Harvard Business Review*, 89(1/2), 160-163.

Morse, G. (2012). The science behind the smile. *Harvard Business Review*, 90(1/2), 84-90.

Pentland, A. (2012). The New Science of Building Great Teams. *Harvard Business Review*, 90(4), 60-70.

Pless, N. (2007). Understanding responsible leadership: Role identity and motivational drivers. *Journal of Business Ethics*, 74(4), 437-456.

Sinoway, E. (2012). No, you can't have it all. *Harvard Business Review*, 90(10), 111-114.

Spradlin, D. (2012). Are you solving the right problem?. *Harvard Business Review*, 90(9), 84-93.

Spreitzer, G., & Porath, C. (2012). Creating sustainable performance. *Harvard Business Review*, 90(1, 2).

Spreitzer, G., Sutcliffe, K., Dutton, J., Sonenshein, S., & Grant, A. (2005). A socially embedded model of thriving at work. *Organization Science*, 16(5), 537-549.

Sull, D., & Eisenhardt, K. (2012). Simple rules for a complex world. *Harvard Business Review*, 90(9), 68-74.

Vlachoutsicos, C. A. (2011). How to Cultivate Engaged Employees. *Harvard Business Review*, 89(9), 123-126.

Zenger, J. H., Folkman, J. R., & Edinger, S. K. (2011). Making Yourself Indispensable. *Harvard Business Review*, 89(10), 84-92.

¹ You are welcome to select resources from this list, the resources on teams or leadership, or find at least three resources of your own, however you must show the resources you have found to your TA or Dr. Jude for approval before using them in your project.

APPENDIX ONE - Examples of Visual Elements

Example One - Wordle or Word Cloud. A word cloud is a visual representation of key words associated with a topic, such as team building. The example below shows a wordle that Dr. Jude created to highlight some of the important aspects of her career as an educator. You should include at least 20 concepts in your word list in order to create your leadership or team building wordle. (Dr. Jude's Career Wordle included 35 concepts.)

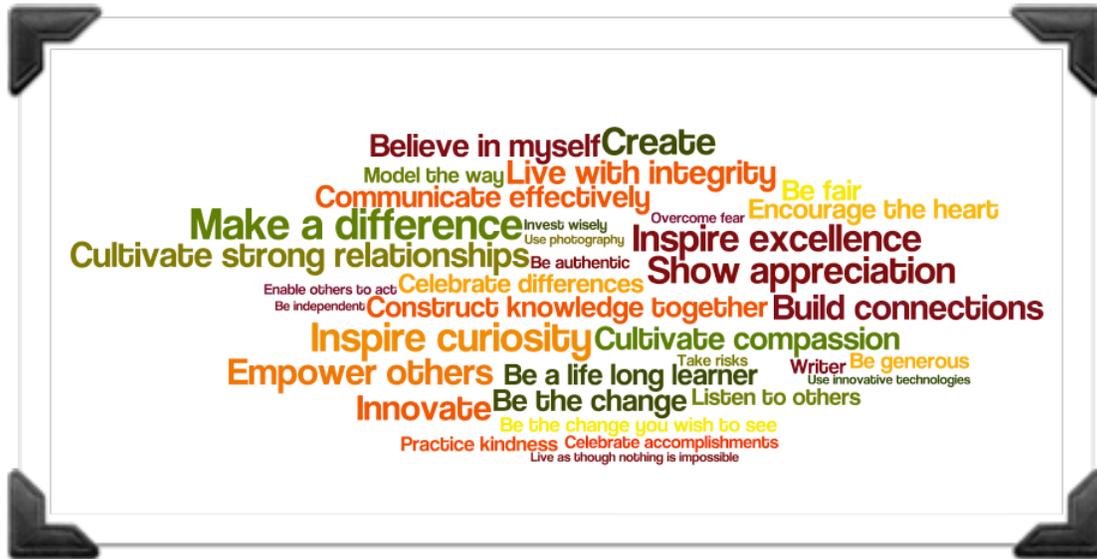


Figure 1.1 - Dr. Jude's Career Wordle

In order to create the wordle shown above, Dr. Jude typed up her list of words/phrases and indicated what size they should be by inserting a colon after the phrase and entering a number to indicate the size (the larger the number, the larger the type). She then copied the list and pasted it into the dialog box that appears at this URL <http://www.wordle.net/advanced>. She used the controls on the website to select the font (Coolvetica), the layout (horizontal with rounder edges), and the color scheme (organic carrot). She then used a screen capture utility called GRAB and took a picture of the wordle, saved it as an image file and copied it into this document. Now it's your turn to create your own leadership or team building wordle. See the instructions below.

Make a difference: 150	Believe in myself: 110
Inspire curiosity: 140	Communicate effectively: 105
Create: 130	Be a life long learner: 100
Build connections: 120	Inspire excellence: 130
Cultivate compassion: 110	Live with integrity: 115
Be the change: 105	Be fair: 100
Be generous: 75	Construct knowledge together: 100
Invest wisely: 50	Celebrate differences: 90
Enable others to act: 50	Show appreciation: 130
Model the way: 75	Cultivate strong relationships: 120
Practice kindness: 70	Encourage the heart: 95
Be authentic: 60	Innovate: 120
Use photography: 45	Be the change you wish to see: 70
Writer: 70	Be independent: 45
Use innovative technologies: 45	Celebrate accomplishments: 60
Overcome fear: 50	Listen to others: 80
Live as though nothing is impossible: 45	Take risks: 55
Empower others: 125	

Instructions for creating your “Wordle” exporting it as an image

- Create your list of preliminary ideas about characteristics of an effective team.
- Decide which phrases you want to appear as larger type or smaller type – indicate those choices by including the phrase followed by a colon and a number – numbers above 100 will create larger type.
- You should go to the wordle website at <http://www.wordle.net/advanced> .
- Cut and paste your list of phrases into the window and hit GO.
- You can play around with the layout and colors by using the controls on the website.
- When you are satisfied with your wordle, you will have to figure out what screen or image capture software is available within your operating system (search the help files for your operating system with the keywords “screen capture” and follow the instructions).
- Once you have captured the image, you should save the file and make note of where you put it - I usually put the image on my desktop so it is easy to find.
- Now you are ready to copy and paste the image of your wordle into DMP4.

Example Two - Smart Art in PowerPoint. Another way to create an original visual element is to use the Smart Art feature within PowerPoint. Dr. Jude created the example by opening up a blank slide in PowerPoint and clicking on the SMART ART tool in the tool bar. She selected the smart art format from the “process” category and added the text to the bulleted list. She then clicked on the “Colors” tool to pick the color scheme for the smart art graphic and then changed the font to Gill Sans and font color to black. She saved the slide as a “Picture” in the Save menu and then copied and pasted the picture into this document. Now it’s your turn to use the Smart Art feature to create your own original visual element.

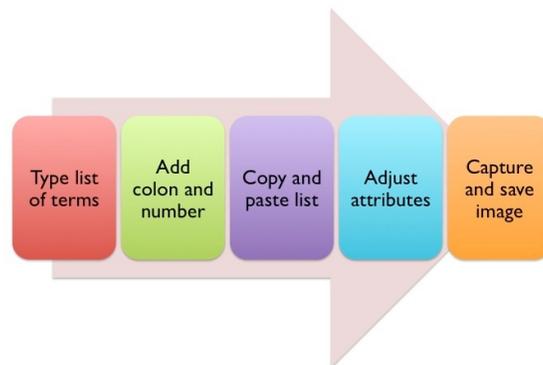
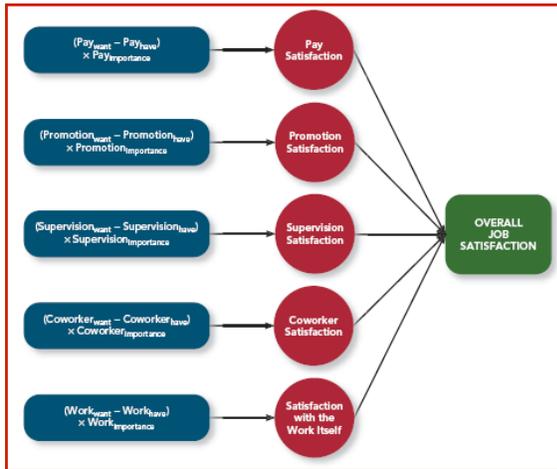


Figure 1.2 - Wordle Creation Process

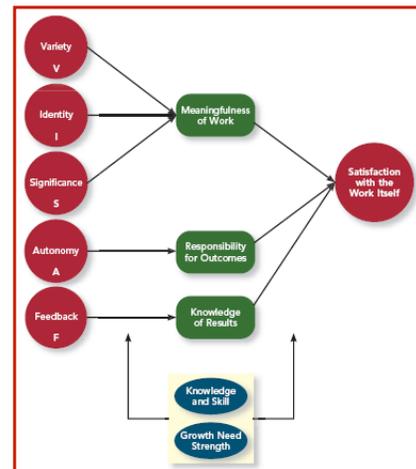
Obviously these are only two of the hundreds of possibilities for creating your own visual elements. The only requirement is that **you create the visual elements yourself** and **you must include a Wordle and two other visual artifacts that are not photographs**. Please note that scanning in a copy of a diagram from the textbook is not acceptable - if you use a diagram, you must create the diagram yourself. Please see Dr. Jude or your TA if you need any assistance with this aspect of DMP4.

APPENDIX TWO - Explanation of Theoretical Model Requirement

Throughout the Colquitt, LePine and Wesson text, the authors use diagrams of theoretical models to illustrate how various concepts are related to each other. In my analysis of the Foxconn article, I used the theoretical model known as value percept theory (shown below) to analyze the steps taken by Foxconn to try to motivate and increase the satisfaction of employees.



Theoretical Model: Value Percept Theory



Theoretical Model: Job Characteristics Theory

For DMP4 you must develop your own theoretical model that helps to explain how to create an effective high performance team. Your model should incorporate elements from our OB textbook, as well as concepts from the three articles you have selected to use in your project (the list of acceptable articles is posted in D2L). You should select no more than ten and no fewer than five concepts for your theoretical model. You need to draw a diagram that shows how your concepts are connected to each other and how they influence or impact Team Performance.

I hope this clarifies the “theoretical model” component of DMP4. Please contact me via email at drjude@me.com or stop by during office hours, if you have further questions.

Dr. Jude Rathburn