UNIVERSITY OF THE FRASER VALLEY

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2010
COURSE REVISED IMPLEMENTATION DATE: September 2012
COURSE TO BE REVIEWED: March 2016
*(six years after UEC approval)* *(month, year)*

## OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

| CMNS 420 | Communications | 4 |
|---|---|---|
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT | UFV CREDITS |

Virtual Team Communication
COURSE DESCRIPTIVE TITLE

**CALENDAR DESCRIPTION:**

This course blends face-to-face instruction with virtual learning opportunities to provide students with the strategies, tools, and techniques to become effective and productive virtual team facilitators. Virtual teams have become common place for many different working and learning environments. They compete globally to communicate across boundaries, time zones, technologies, cultures, disciplines, and workplace contexts. Today's virtual teams are complex and require specialized facilitation skills designed to leverage technology, build relationships, manage time, embrace flexibility, and ease anxiety and transitions.

PREREQUISITES: 60 university-level credits, including one of CMNS 235, 335, or 345.
**Note: As of September 2013, prerequisites will change to the following:**
60 university-level credits, including CMNS 251
COREQUISITES: None
PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** **60**

STRUCTURE OF HOURS:

| | | |
|---|---|---|
| Lectures: | **20** | Hrs |
| Seminar: | **40** | Hrs |
| Laboratory: | | Hrs |
| Field experience: | | Hrs |
| Student directed learning: | | Hrs |
| Other (specify): | | Hrs |

TRAINING DAY-BASED INSTRUCTION: **Blended Learning Format**
Length of course:
Hours per day:

**OTHER:**
Maximum enrolment: **20**
Expected frequency of course offerings: Every Other Year
*(every semester, annually, every other year, etc.)*

| | | |
|---|---|---|
| WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) | ☐ Yes | ☒ No |
| WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) | ☐ Yes | ☒ No |
| TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: | ☐ Yes | ☒ No |

Course designer(s): Linda Pardy

| | | | |
|---|---|---|---|
| Department Head: | David Thomson | Date approved: | **September 9, 2011** |
| Supporting area consultation | | Date of meeting: | **October 28, 2011** |
| Curriculum Committee chair: | Tetsuomi Anzai | Date approved: | **January 20, 2012** |
| Dean/Associate VP: | Jacqueline Nolte | Date approved: | **January 20. 2011** |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: | **February 3, 2012** |

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Define types of virtual teams
- Evaluate the purpose for various types of virtual team
- Analyze the leadership behaviours that best support different types of virtual teams
- Select appropriate strategies, tools and techniques for context specific virtual team facilitation
- Plan a virtual team facilitation
- Demonstrate virtual team relationship building, leadership and participation
- Facilitate virtual team activities

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Blended Learning (i.e. face-to-face classes + virtual participation); lectures; learning activities (in-class and online); student-led virtual seminars.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☒ Other (specify): references and examples of a variety of virtual facilitation activities.

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. Examples for this course might be:]*

Duatre, D.A., & Snyder, N.T. (2006). *Mastering virtual teams: Strategies, tools and techniques that succeed.* San Francisco, CA: John Wiley & Sons Inc.

**SUPPLIES / MATERIALS:**

Access to Blackboard
Computer head-set and microphone
Web Cam

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

10% Face-to-Face Case Study presentation
20% Virtual Team Facilitation Plan
15% Virtual Team Participation
40% Virtual Team Facilitated Group Meetings (minimum of two separate activities)
15% Overall Course Participation and Transfer of Learning Plan

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

This course is designed to help students master the convergence of workers, workplace, technology and work processes using multiple forms of collaboration and communication strategies used by virtual teams. The course begins, in the face-to-face learning environment, with an introduction to effective virtual team communication best practice theory. The course then moves into the online learning environment to provide students with an opportunity to communicate, work, participate, and facilitate a variety of virtual team activities. The course content includes:

**A) Understanding Virtual Teams**

1. Indentifying Different Types of Virtual Teams
   - Networked Teams
   - Parallel Teams
   - Project or Product Teams
   - Work Task Function Teams
   - Service Teams
   - Management Teams
   - Action Teams

**Course content continued:**

2. Critical Factors for Virtual Team Success
3. Technical Boundaries: Tools and Challenges
4. Crossing Cultural Boundaries
5. Transcending Time and Place

**B) Creating Virtual Teams**

1. Myths and Realities about Leading Virtual Teams
2. How to Start a Virtual Team
3. Team Members: Roles, Competencies and Expectations
4. Building Relationships and Trust

**C) Organizing Virtual Teams**

1. Holding Virtual Team Meetings
2. Comparing Team Dynamics: Virtual Team vs. Face-to-Face Team
3. Working Adaptively: Strategies, Techniques and Tools
4. Accountability: How to Evaluate the Effectiveness of Virtual Team Activity

**D) Virtual Teams In Action**

1. Virtual Project Team Networking
2. Chairing a Meeting
3. Conducting Virtual Workplace Training
4. Hosting a Virtual Conference
5. Facilitating a Webinar