



CLASSROOM: University Center @ Dallas
MEETING TIME: M 6:15 PM – 8:55 PM
NOTE ABOUT TIMES: All Times and Deadlines for this Course are Listed as Central Time Zone (Commerce, TX) times.

Instructor: Dr. Brandon Randolph-Seng
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Office: CBE 304
Office Hours: Tuesday 9:00-11:00 a.m. and by Appointment
Phone: 903-468-8696

REQUIRED TEXTS:

Making the Team: A Guide for Managers (5th Edition) Leigh L. Thompson. Pearson Prentice Hall*

Please note: Textbook is for background reading

COURSE OVERVIEW AND EXPECTED LEARNING OUTCOMES:

Techniques for managing individuals and groups in a supervisory situation are developed. Specific attention will be given to problems in communication, performance enhancement, and morale and conflict management. Team building, the roles and responsibilities of supervision in a team environment, and the roles and responsibilities of teams will be presented. Nature and use of teams in various forms and activities are emphasized. Upon completion of this course, student should be able to:

- Learn techniques and methods of forming teams.
- Understand various types of group and team compositions utilized in work environments.
- Learn the roles of team members.
- Cross-reference several resources to determine best working dynamics and environments for successful teams and groups.
- Learn the importance of communication within group environments.
- Understand the benefit and importance of working in high-performing teams.
- Work first-hand in a team within the course to develop skills as a contributing team member.
- Strengthen personal managerial/leadership skills by concentrating on strengths and weaknesses in a team leader role.

METHODS FOR ASSESSING EXPECTED LEARNING OUTCOMES:

4 quizzes, team exercises and project, peer-evaluations.

COURSE STRUCTURE:

Instruction in this course is guided by these wise words of Confucius:

I hear and I forget,
I see and I remember,
I do and I understand.

"Hearing" and "seeing" will be facilitated by the traditional methods of *lectures and reading*. "Doing" and, ultimately achievement of the desired "understanding," will be facilitated by the use of *class activities, experiential exercises, and a group development project*. This combination of instructional methods should offer every participant the opportunity to experience and apply concepts explored in the course in situations similar to those faced by managers.

COURSE SCHEDULE:

A specific course schedule is included on page 5 of this syllabus.

GRADING

Component	Type	Value
Quizzes (4 @ 75 Points Each)	Individual	300 points (30%)
Team Development Project	Team	200 points (20%)
Team Exercises	Team	150 points (15%)
Team Workshop	Team	200 points (20%)
Peer-Evaluation	Team	150 points (15%)
Course Total		1000 points

GRADING SCALE:

Points	Grade
895 - 1000	A
795 - 894	B
695 - 794	C

- Incomplete - Must be previously agreed upon by student and instructor and initiated by the student administratively.
- Withdrawal - Must be initiated by the student administratively.

COURSE ASSIGNMENTS

PLEASE NOTE: All written work should be thoroughly proofread for grammar, spelling, style, relevant content, and supportable logic. I expect graduate students to be proficient in writing and speaking in the English language. **Written work will be downgraded (i.e., automatic loss of 25% of the total points) when not produced in Standard English.**

QUIZZES: There will be four quizzes based on the course lectures that will be completed in class on the dates indicated on the schedule below. All quizzes will be individual based. There will be no make-up quizzes except for observance of religious holidays, sanctioned University events or documented serious illnesses. It is your responsibility to make alternate arrangements with me *at least two weeks prior to the actual date of the religious holiday or University event*. There will be no makeup quizzes for any other reason.

TEAM DEVELOPMENT PROJECT: As a team you will complete three separate team development assignments. The details for these assignments will be posted on eCollege. For due dates, please see schedule below.

TEAM EXERCISES: Through the semester you will complete eighteen different exercises as a team (mostly done in class). These exercises will assist your team in the completion of the team development project and allow your team to learn how to effectively work together while learning the course concepts. For each exercise you complete, your team will be required to record how the exercise went in terms of the group process. These notes will be included as appendices to your team development project.

TEAM WORKSHOP: The team workshop will apply your comprehension of the course material. For more information and the grading rubric, see Appendix A at the end of the syllabus.

TEAM EVALUATION: There will be a fair amount of teamwork in this course. Make sure you attend your team meetings and do more than your fair share of the work. It is your responsibility to contribute actively to your team. No one should have to chase you down to contribute; the burden is on you to make sure you are doing more than your share. To encourage team member accountability and avoid social loafing, each student will rate other team members on a confidential peer-evaluation due at the end of the semester (Due last day of class). With due process, teams will also have the option of firing nonperforming team members, at which point that person becomes their own team.

COURSE POLICIES

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. You have hired me to teach you, trusting that I possess knowledge which you do not, and which is not available in the text alone. My assumption is that you desire to learn more about this subject, so my expectation is that you are: (1) present, (2) on time, (3) prepared, and (4) participating. Experience has shown me that students who regularly attend class earn higher grades.

Excused absences (e.g., university approved trips, documented illness, religious observance) will ***not*** be penalized as long as you notify me appropriately (i.e., before the class in question if possible and with the correct evidence). Otherwise, plan now to schedule your trip to Galveston during breaks and/or at the end of the semester.

SYLLABUS SUBJECT TO CHANGE STATEMENT:

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the syllabus as written AND the possibility of changes and responsibility for being aware of them.

STATEMENT ON ACADEMIC INTEGRITY:

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

SPECIAL NEEDS/REASONABLE ACCOMODATIONS:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132**

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

TENETS OF COMMON BEHAVIOR STATEMENT:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

INSTRUCTOR EXPECTATIONS:

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M-Commerce expects this from you, as do current and future employers.
- **Regular and Timely Attendance and Participation:** You are expected to attend every class as this is the only way that you will be able to complete the team exercises.
- **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 567 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
 2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the “assigned” date to start working on it. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. However, you **MUST** turn in all written assignments **ON TIME**. Unexcused late work will receive an automatic **50% penalty** if turned in by the next day, and a **0** if turned in more than one day late. Late work is viewed as very unprofessional in the corporate world: “Sorry Mr./Ms. Vice President, I just did not get the work done in time for our meeting today.” That will be the last time your manager gives you the opportunity to “shine” in front of a VP.
 3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don’t turn in work that is only “half-finished”.
 4. **Please submit assignments in a format that is compatible with Microsoft Word.**
- **Back-ups Are Required:** You are required to back up all your assignments so that they can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.
- **Make-up Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.

IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.

FINALLY: This syllabus is a contract between you and me. If you disagree with the policies set forth in this syllabus, you have the right to withdraw within the timeframe indicated in the University calendar. By staying enrolled in this class, you agree to adhere to **all** policies stated in this syllabus.

DATE (MONDAY)	WORK ASSIGNED: READINGS/ASSIGNMENTS	ASSIGNMENTS DUE:
1. Jan 25	MT: Chapter 1 Become acquainted with the course from the syllabus and email me any questions Intro & Team Skills	TE # 1
2. Feb 1	MT: Chapter 2 Perception/Attribution in Teams	TE # 2-3 Team Development Part I Due on eCollege
3. Feb 8	MT: Chapter 4 Individual Difference/Across Culture and Teams	TE # 4-6
4. Feb 15	MT: Chapter 3 Motivation and Teams	Quiz 1 (beginning of class) TE # 7-8
5. Feb 22	MT: Chapter 3 Motivation and Teams	TE # 9-10
6. Feb 29	MT: Chapter 6 Communication/Organizational Culture and Teams	TE # 11
7. March 7	MT: Chapter 7, 8 How Groups Work	Quiz 2 (beginning of class) TE # 12-13
8. March 21	MT: Chapter 9 Team Building & Performance	TE # 14-16
9. March 28	MT: Chapter 11 Leadership in Teams	Quiz 3 (beginning of class) TE # 17 Team Development Part II Due
10. April 4	MT: Chapter 10 Politics and Power in Teams	
11. April 11	MT: Chapter 12 Power in Teams	TE # 18
12. April 18	WORK ON TEAM PROJECTS!!	
13. April 25	Team Workshops	
14. May 2	Team Workshops	Quiz 4 (beginning of class)
15. May 9	HAVE A WONDERFUL BREAK FROM SCHOOL!	FINAL TEAM DEV. PROJECT DUE ON eCollege Peer-Evaluations due on eCollege @ 11:59 PM

- THIS WEEKLY SCHEDULE IS TENTATIVE.
- MT: *Making the Team: A Guide for Managers* TEXT BOOK

Team Exercises:

1. Best Teams-Worst Teams
2. Alligator River Story
3. He Said, She Said
4. MBTI Score
5. Global Culture Quiz
6. Cultural Cues
7. What Do Workers Want?
8. Newspaper Towers
9. Managing Undesirable Behaviors
10. Annual Pay Raises
11. 1-Way vs. 2-Way Communication
12. Eggsperiential Exercise
13. Group Problem Solving
14. Lost at Sea
15. My Team the Car & Cohesion
16. Intergroup Relations
17. Leader Attributes
18. Commonwealth

Appendix A: Team Workshop

Introduction and motivation

(Why are we doing this?)

Most of you either currently work for a company and/or have worked for a company in which you have noticed problems, challenges, and issues arise in relation to team work. For this final project you'll be pretending that your current/former boss came up to you and said, "I would like you to prepare a workshop that will help train employees to be more effective at working in teams based on that management business class you are taking."

You'll be doing some work to answer these questions in relation to a company you currently work for (or have worked for) to demonstrate that you have gained:

- 1) an appreciation for teams' problems/challenges/issues and the contexts in which they arise;
- 2) a clear understanding of how the information in this course solves some of those problems/challenges/issues;
- 3) evidence that a team values (or would value) the information presented; and
- 4) a plan for how you can improve team work in a firm as a result of this information.

Directions

(Okay, so what do I have to do and how do I do it?)

Step 1: Review the company you work for (or have worked for) and what you have learned in the course

You likely already work for a company and may even be a manager in that company. Think about the problems, challenges, and issues in relation to team work that exist in that company. Consider the lectures and discussions. Also have a look at the information presented in the textbook in relation to the problems, challenges, and issues you identify.

Step 2: Plan your work

This is a developmental workshop your team will present to the class. It will build on the knowledge you gained through the course. The objective of the assignment is to integrate what you have learned into a workshop that would provide employees with the knowledge and skills required to work effectively in teams (grading criteria found at the end of the syllabus).

General Guidelines for Preparing the Workshop

This is not a formal oral presentation of the material covered in the course. It should be designed as a interactive workshop designed to enhance employees' knowledge of the issues and the relevant skills in relation to team work. The focus is to acquaint employees with the identified team issues and to provide them with practice (role playing/hands-on activities/simulations will be helpful in this regard) for addressing such issues as team members. The only limit to the type of activities you plan to use in the workshop is your creativity. You have one hour to present the workshop.

It might help at this point to review how you're going to be assessed (see below). How are you going to arrive at a workshop that meets the criteria outlined in the assessment form?

Step 3: Complete the assignment.

There will be two “deliverables” for completing this assignment: 1) Presentation; 2) PowerPoint .

PRESENTATION: Remember that the focus of this assignment is on practice of skills (role playing/hands-on activities/simulations). So much of your workshop presentation should focus on doing this with the students. Feel free to include me in any role your team sees fit for the workshop.

POWERPOINT: For good or bad, all professional workshops usually include a PowerPoint that provides a visual guide to the presentation of the workshop. PowerPoints should contain far less information than that contained in the presentation and should focus more on the visual aspects of the workshop. **You are only allowed to use video clips that are 3 min or less (with no more than 3 total clips used). Also, you are only allowed 6 slides.**

There is some room for flexibility here, so if you have questions about these limitations, please see me.

Workshop Assessment Form

Student Name:

1) How well does the workshop (including activities, handouts etc.) address the objective of the assignment? (60%):

The workshop communicate a clear understanding of employees in teams,	0	2	4	6
Participants would gain an appreciation for team members' problems/challenges/issues and the context in which it arises	0	2	4	6
It is clear how the workshop could help solve the problem	0	2	4	6
It is evident that employees would value the offering	0	2	4	6
It is explained how this information will lead to improvements in the team work in the firm	0	2	4	6

Average =

2) Was the workshop compelling, clear, imaginative, and informative? (40%):

The workshop was creative and imaginative	0	2	4
Elements of the workshop were clear and relevant to the overall theme	0	2	4
The workshop was effective, informative and appealing	0	2	4

Average =

Total Score (out of 200) =