Course Overview

The trend toward team structures in organizations has become a primary factor in the management of organizations. Most people now work in teams at one point or another in their careers, and virtually all employees engage in teamwork (cooperative behavior). This course works toward helping individuals reach a better understanding of how people behave and interact in teams of all types, and how to be a more effective teammate. The processes of change and development that must occur for an organization to successfully utilize different types of team structures will be examined. Teams are not viewed as a ready-made solution to organizational problems, but rather as a tool that must be closely adapted to the organizational context to contribute to organizational effectiveness. The underlying knowledge bases for the class are applied experience, empirical data, and theoretical considerations drawn from the literature on teams and groups.

Instructional Objectives and Learning Goals of the Course

1. To learn to diagnose when teams are an appropriate tool for an organization, and for what levels and functions

2. To develop specific skills for implementing team structures in organizations
   - how do I design the appropriate team structure?
   - how do I motivate team members?
   - how do I lead in a team environment?
   - how are human resources applications adapted for teams?

3. To understand interpersonal behavior in teams
   - how does a group of individuals become a team?
   - how do diverse people influence team decisions?
   - how can I resolve conflict in teams?

4. To improve understanding of how context and the global environment influence team structure and behavior
Reading Assignments


Evaluations

Grades for the course will be based on four components: 1) two tests, 2) a reflective journal, 3) a team research project, and 4) class participation. Projects require interviewing practitioners (managers) or collecting data using other research methods on an approved topic, a write-up of your project, and a brief oral presentation. All teams must be ready to present their work to the class on Monday, April 25. More information on each of these assignments will be posted on Blackboard as classes begin.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Tests</td>
<td>20% each</td>
</tr>
<tr>
<td>Journal</td>
<td>15%</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Final grades will be assigned as follows:

- 90 and above: A
- 87-89.9: B+
- 80-86.9: B
- 77-79.9: C+
- 70-76.9: C
- 67-69.9: D+
- 60-66.9: D
- Below 60: F

Class Policy

**Attendance and Makeup Policy:** Given the nature of the class, it is important that you attend. **We will follow the University attendance policy:** “Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to extract a grade penalty for such absences. It must be emphasized that the ‘10 percent rule’ stated above applies to both excused and unexcused absences.” If you know of a date you will be unable to attend, please let me know in advance.

**Office Hours:** If you cannot meet with me during my office hours, please let me know and we will arrange an alternative time. If you call me at my office and I am not in, please leave a message on my voice mail or send an email and I will get back to you ASAP. If you feel there is anything I can do to help you with the course, don't hesitate to let me know.
Participation: Participation in this class is important. Not only does it contribute to your overall grade; it is a fundamental part of your learning experience. Exercises and cases are one step closer to “hands on” learning, and are a primary pedagogical tool for conveying this material. Please come to class prepared and ready to discuss class material and participate in class exercises. Your grade on this dimension will reflect the following: participation in general class discussions, case discussions, and exercises (including but not limited to team contracts and peer evaluations), attention to assignment specifications and due dates as provided in class and on Blackboard, and attendance.

Blackboard: Blackboard will be used as a major communication channel for this course. Notes and assignments will be available on the MGMT 402 page. Make sure that you have access to Blackboard as classes begin, and that you change your blackboard email address to whatever you commonly use, or forward your Blackboard email.

University Honor Code

It is the responsibility of every student at the University of South Carolina Columbia to adhere to the Honor Code as stated in the Carolina Community Student Handbook, and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline.

This Honor Code is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Honor Code, but this list is not intended to be exhaustive:

1. Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
2. Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
3. Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
4. Use of another person’s work or ideas without proper acknowledgment.
5. Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
6. Offering or giving any favor or thing of value for the purpose of improperly influencing a grade or other evaluation of a student in an academic program.
7. Conduct intended to interfere with an instructor’s ability to accurately evaluate a student’s competency or performance in an academic program.

Whenever a student is uncertain as to whether conduct would violate this Honor Code, it is the responsibility of the student to seek clarification from the appropriate instructor of record.
prior to engaging in such conduct. Suspected violations of the honor code will be reported to the Office of Academic Integrity. Violations of the honor code will result in disciplinary measures.

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan. 15</td>
<td>Understanding Teams; Defining Success</td>
<td>Chapters 1-2</td>
</tr>
<tr>
<td>17</td>
<td>Beginnings and Basic Processes (List of Team Members Due)</td>
<td>Chapters 3-4</td>
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<tr>
<td>22</td>
<td>Cooperation and Competition</td>
<td>Chapter 5</td>
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<td>24</td>
<td>Communication (First 1/3 Journal Due)</td>
<td>Chapter 6</td>
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<tr>
<td>29</td>
<td>Conflict and Power (first day WF assigned)</td>
<td>Chapters 7-8</td>
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<tr>
<td>31</td>
<td>Test #1</td>
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<td>Feb. 5</td>
<td>Decision Making</td>
<td>Chapter 9</td>
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<tr>
<td>7</td>
<td>Leadership (Second 1/3 Journal Due)</td>
<td>Chapter 10</td>
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<tr>
<td>12</td>
<td>Problem Solving and Creativity</td>
<td>Chapters 11-12</td>
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<td>14</td>
<td>Diversity</td>
<td>Chapter 13</td>
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<td>19</td>
<td>Culture; Virtual Teams</td>
<td>Chapters 14-15</td>
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<tr>
<td>21</td>
<td>Evaluation and Reward; Building and Training (Final Journal Section Due)</td>
<td>Chapters 16-17</td>
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<td>26</td>
<td>Project Presentations (project papers due)</td>
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<tr>
<td>28</td>
<td>Test #2</td>
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