HRIR/MGMT
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Management of Groups

Sec 070, Fall 2018 B Term,

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Course Delivery Methodology

(mailto:bauma170@umn.edu) Course Description, Goals, and Objectives:

1. Course background

The concept of teams' effectiveness in traditional organizations generated extensive research in order to understand and explore the extrinsic and intrinsic factors and conditions that affect team performance. Research in organizational behavior developed several models that provided managers and supervisors with the tools they needed in order to manage teams, understand teams' dynamics and improve teams' performance. Recent technological breakthroughs provided organizational leadership with another type of teams that meets through the bandwidth of the company and operates across time and space. While this type of teams helped organizations to manage their costs and be more responsive to marketplace changes, it added more complexity to the understanding of teams' performance. The traditional model of teambuilding (Forming, Storming, Norming, Performing, Adjourning) built on the notion of team's identity, central to team's performance and cohesiveness, does not seem to help managers understand the behavior of teams that transcend the notion of time, space and structure. What type of knowledge and skills do managers need to acquire in order to manage teams? What emotional support do supervisors need to provide to teams in order to create a team identity? What type of infrastructure and

organizational support IT managers need to create in order to provide teams with optimum conditions of success?

These are some of the questions that this course will address. In addition to building a theoretical foundation to understand the behavior of teams, students will acquire a set of communication and training skills that allow them to manage and function in teams.

2. Course description

In its most elementary sense the concept of teams refers to groups of two or more people who interact and influence each other, are mutually accountable for achieving common objectives, and perceive themselves as a social entity within an organization. From this perspective, all teams are groups because they consist of people with a unifying relationship but not all groups are teams, as some groups do not have purposive interaction. In its business application sense, the concept of teams refers to a business process in modern organization that relies on self-directness among group members rather than functional departments as the core work units. Unlike traditional departments, team-based organizations tend to rely on cross-functional, autonomous teams with less need for supervision.

3. Course objectives

Upon completion of this course, students will

• Build a theoretical base to understand the functioning of teams

• Acquire a set of management skills to manage teams

• Develop a set of "Best Practices" skills that allow managers to improve teams' effectiveness

• Gain insights on how to manage and support virtual teams

Course Format:

This course will be conducted entirely via Internet. The course is offered in an asynchronous mode, which means that the reading, the questions and the discussion will be all posted online. Students will log into the course website at the beginning of each week (Mondays) and complete their class sessions before the end of the week (Sundays). No face-to-face meeting is required. The course will use Canvas platform.

Required Course Materials

Making the Team, 6th

Author: Thompson

ISBN: 9780134484204

Copyright: 18

Edition: 6

Assignments & Grading

Course Assignments and Grade Distribution

This course requires completion of three assignments

1. Weekly Online Participation: 28 Points

At the beginning of each week, the instructor posts few discussion questions. You will be required to post ONE thoughtful comment to each discussion question. Your post must meet the minimum length specified in each question. You also need to post ONE comment in response to a classmate's post. Classmates' posts need to be elaborated and need to address a substantial issue but do not have to have the minimum wording required for thoughtful comments. *See point 4 in "How to Use Technology" section of this syllabus for a definition of a Thoughtful Comment.*

Remember that online learning takes place only if there is participation. Participation is the most important aspect of online instruction. For this course, it is roughly the third of your final grade. To help your classmates read better your posts, answer ALL the questions in ONE post. You may find it more practical to compose your post offline in a word document so you can save it and return to it later when you need it. Once you finish with ALL the questions copy and paste your post on the site.

Feedback on your weekly online postings

Please note that feedback for online courses is different from feedback in face to face courses. At the end of each week I submit a score that evaluates your online participation for the previous module. I read your postings when you submit thembut you won't see the score until the end of the week. Below are what the numbers mean:

• If you get 4 this means that your post is Excellent

• If you get 3 this means that your post is Good

• If you get 2 this means that you post either Needs Improvement OR Late Submission

• If you get 1 this means that your post is Fail

Your strategy is to get 4 on all your postings so you are able to get the full points for the weekly online participation. If you miss one or two 4s it is not a big deal provided that you do well in other assignments.

In addition to the score you see on a weekly basis, you will also get an email from me that provides you with an overall qualitative feedback. The email summarizes the discussion of the week, the take ways, and the most important learning outcomes I want you to focus on. This email is sent to you privately please make sure you read it as it helps you connect things as we move from one module to another.

2. Final Paper--32 Points. Due May 5th at 11:59 P.M.

Using the list of topics provided by the instructor choose a topic of interest to you and analyze

It. Relate the topic to course concepts, theories, and materials covered in the course. Use

examples or supporting evidence to support your views. The paper must be written in an

academic format using APA style and will have 6 to 8 pages double spaced.

The list of topics is posted on the website so choose any topic you want. Please make sure

that you use proper citations, references and quotes. Plagiarized work will lead to an F for the

whole class. The instructor will be using a software (mydropbox.com) to check for

plagiarized work and the authenticity of the paper.

Where to post the final reflection paper?

Upload your final paper to the website. See week 7 module.

Topics for your paper
The following is a list of topics for your individual papers. No need to run the choice by the instructor.
1. Communication competence in teams
2. Teams development
3. Role and leadership in teams
4. Developing effective teams
5. Power in teams
6. Conflict management in teams
7. Strategy for virtual teams
8. Teams performance
9. Decision making in teams
10. Rewarding teams
11. Designing teams
12. Teams identity, emotion and development
13. Strategies in managing global teams
14. Managing multicultural teams

3. Final Exam--40 Points. Due May 4th at 11:59 P.M

You will take an online quiz on the seventh Saturday of the term. The quiz will include MCQ only and covers the textbook only. Course room discussion and handouts will not be included. Please refer to the Study Guide document posted on the website for detailed information. Please note that the quiz is a standardized test and therefore it can not be viewed after taking it. You will see only your score. Refer to the study guide for more information.

Online Courses Policy

Welcome to your eLearning space! I hope you will enjoy your virtual class while exploring the

opportunities and the contradictions of learning in virtual space. In this section, I would like to walk you

through the different steps you need for your online course, and provide you with tips on how to maximize your learning.

1. Use of technology

This is an asynchronic course that is delivered entirely via the Internet. This means that you can have access to the course, participate in the discussion and complete your assignments anytime you want from anywhere you want. The course website provides all the tools required for the completion of the course. The learning platform is the new innovative Canvas which has all the features you need for this course.

2. Online learning philosophy: Learner-centered approach

Online education is an education that shifts the learning responsibility from the instructor to the student. Concepts such as "self-directness," "time management" and "learner- centered philosophy" are crucial online learning because they provide the philosophical foundation of online education. The role of instructor in this philosophy of teaching is that of a facilitator rather than a teacher. The implication of this is that students are expected to have a major responsibility in organizing and defining their learning.

3. How to connect to the web site?

Click on the link provided by your instructor and enter your ID and password. At the beginning of each week (Monday), I post the main topic, the objective of the session and the discussion questions that will guide your learning. Your answer is expected at the end of the week (Sunday 11:30 PM of your time zone)

4. What is a thoughtful comment?

Thoughtful comments are comments that tell the reader that you have read the assigned article, understood the question, and thought about your response before posting it.

Thoughtful comments must have 200 words as a minimum and address the question asked by the instructor. Statement such as I "agree with.." or "I disagree with.." are not thoughtful comments. Remember that in the online word, the interface (your postings that is) is the product; people know you only through your comments and what you say says a lot about your seriousness, your professionalism, your intellectual ability, and your approach to work. It is important that you keep a well-maintained interface (postings) so you can give a professional image about yourself.

5. Misuse of the virtual space

To be able to enjoy the eLearning experience we need to be very careful with the use of our language. Remember that written words are more powerful than spoken words, and may say things that you did not mean to say. Please make sure to use a language that observes appropriateness and inclusiveness. Language inclusiveness refers to the use of language that assumes equality of gender and the equal importance of members of all cultural groups. Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such

use is sometimes awkward or may differ from your writing habits, it is possible to do so. Therefore, I suggest that you use plurals (e.g. "workers…they," rather than "worker…he"), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., "people" rather than "mankind"). Cultural inclusiveness, on the other hand, means that virtual discussions and written materials will not assume that class members come from the same cultural group. Respect for the diversity of the class and the multicultural world in which we operate will be expected. If you feel that a comment was not appropriate, please do NOT respond to that comment. Send me an email expressing your concern.

6. Tips on how to use the e-learning space

I have used online learning as a student and as a teacher, and found it to be very exciting. Here are few tips that may help you maximize your eLearning

• Check your web site at the beginning of each week. Always be ahead of the discussion.

• Read the questions and read your assigned reading.

• Write and edit your comments on a word document, then post them.

• Save your comments on your own hard drive disk because you will need them for your exam.

• If you find some comments of interest to you, you may copy and paste them into your own word document. Canvas does not archive all the comments.

7. How to contact me?

The best way to contact me is via email at benra001@umn.edu. I am sitting next to my computer between 8: 00 and 17:00 Central Standard Time Monday through Friday. I respond to emails as soon as I get them, but a 72 hour reply-time is the conventional rule of the online world.

8. My Expectations

The following expectations are part of the syllabus

• Students will be active participants in the online learning community created within the course.

• Students are to stay engaged in the course through constructive participation and thoughtful comments.

• Students will communicate with the instructor on time, and according to the policy of the course.

• Students will have a minimum of technology knowledge that allows participation in online discussions.

• Students will reflect on their past experiences, utilize knowledge acquired in the course and dialogue with their peers for professional growth.

• Students are expected to exemplify competence and quality in their assignments.

• Students will establish at least one realistic objective against which they can measure their progress at the end of the course.

Make-up for Missed Attendance, Assignments, & Exams

Please review the **university policy on make-up work** **(https://policy.umn.edu/education/makeupwork)** .

University Grading Policy

A) Achievement that is outstanding relative to the level necessary to meet course requirement.

B) Achievement that is significantly above the level necessary to meet course requirement.

C) Achievement that meets the course requirements in every respect.

D) Achievement that is worthy of credit even though it fails to meet fully the course requirements.

S) Achievement that is satisfactory, which is equivalent to a C- or better. (achievement required for an S is at the discretion of the instructor but may be no lower than a C-

F) Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be marked as an incomplete.

I) Incomplete assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between the instructor and student.

Carlson & University Policies

Student Academic Misconduct and Scholastic Dishonesty

The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.

Review the **Student Conduct Code** **(https://intranet.csom.umn.edu/Documents/Code_of_Conduct.pdf)** and **Student Conduct and Academic Integrity website** **(https://communitystandards.umn.edu/)** .

If you are interested in learning more about how to cite sources and avoid plagiarism, U of M libraries offers online **tutorials and tools related to citations** **(http://tutorial.lib.umn.edu/)**. You can also visit the **Center for Writing** **(http://www.writing.umn.edu/)** for additional assistance.

Accommodations for Students with Disabilities

The University of Minnesota is committed to providing all students equal access to learning opportunities.

The Disability Resource Center (DRC) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with the DRC, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the DRC for a confidential discussion at 612-626-1333 (V/TTY) or at **drc@umn.edu (mailto:drc@umn.edu)**. Additional information is available on the **Disability Resource Center website** **(https://diversity.umn.edu/disability)**.

Title IX

Title IX **(https://diversity.umn.edu/eoaa/titleix)** prohibits sex discrimination, including sexual harassment, sexual assault, stalking, and relationship violence, in education.

Students with Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. Learn more about the broad range of confidential **mental health services (http://www.mentalhealth.umn.edu/)** available on campus.

Student Writing Support

As a student, you may experience challenges in your writing. The University of Minnesota has a **student writing support resource** **(http://writing.umn.edu/sws)** to help with your writing.

Additional University Policies

1. Grade definitions from the Administrative Policy: ***Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester*** **(https://policy.umn.edu/education/gradingtranscripts)**.
2. Scholastic Dishonesty (see Board of Regents Policy: ***Student Conduct Code (http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)*** and the Administrative Policy: *Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester*).

3. Administrative Policy: ***Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester*** **(https://policy.umn.edu/education/makeupwork)**

4. Board of Regents Policy: ***Student Conduct Code*** **(http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)** ; Administrative Policy: ***Teaching and Learning: Student Responsibilities (Twin Cities, Crookston, Morris, Rochester)*** **(https://policy.umn.edu/education/studentresp)**

5. Board of Regents Policy: ***Sexual Harassment, Sexual Assault, Stalking and Relationship Violence*** **(https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Sta**

6. Board of Regents Policy: ***Equity, Diversity, Equal Employment Opportunity, and Affirmative Action*** **(http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf)**

7. Board of Regents Policy: ***Disability Services*** **(http://regents.umn.edu/sites/default/files/policies/DisabilityServices.pdf)**

8. Statement about the availability of mental health and stress management services.

9. Board of Regents Policy: ***Academic Freedom and Responsibility*** **(http://regents.umn.edu/sites/default/files/policies/Academic_Freedom.pdf)**

Course Summary:

Date	Details	Due
Sun Mar 31, 2019	📝 **Learning Forum #1** **(https://canvas.umn.edu/courses/102103/assignments/399654)**	due by 11:59pm
	📝 **Learning Forum #2** **(https://canvas.umn.edu/courses/102103/assignments/399655)**	due by 11:59pm
Sun Apr 7, 2019	📝 **Learning Forum #3** **(https://canvas.umn.edu/courses/102103/assignments/399657)**	due by 11:59pm
Sun Apr 14, 2019	📝 **Learning Forum #4** **(https://canvas.umn.edu/courses/102103/assignments/399658)**	due by 11:59pm
Sun Apr 21, 2019	📝 **Learning Forum #5** **(https://canvas.umn.edu/courses/102103/assignments/399659)**	due by 11:59pm
Sun Apr 28, 2019	📝 **Learning Forum #6** **(https://canvas.umn.edu/courses/102103/assignments/399660)**	due by 11:59pm
Sun May 5, 2019	📝 **Learning Forum #7** **(https://canvas.umn.edu/courses/102103/assignments/399661)**	due by 11:59pm

Date	Details	Due
	📝 **Final Paper (https://canvas.umn.edu/courses/102103/assignments/399662)**	due by 11:59pm
Mon May 6, 2019	📝 **Final Quiz (https://canvas.umn.edu/courses/102103/assignments/399653)** (1 student)	due by 11:59pm
	📝 **Final Quiz (https://canvas.umn.edu/courses/102103/assignments/399653)**	due by 11:59pm
Tue May 7, 2019	📝 **Final Quiz (https://canvas.umn.edu/courses/102103/assignments/399653)** (1 student)	due by 11:59pm