

**MANAGING GROUPS AND TEAMS**  
**MGT 567.01W (online)**  
**(3 Credit Hours)**  
**July 9 to August 9, 2012**

**Professor:** Dr. Charles Little  
**Office:** Virtual Office  
**Office Hours:** Virtual Office  
**e-mail:** [drclittle@gmail.com](mailto:drclittle@gmail.com) or [charles\\_little@tamu-commerce.edu](mailto:charles_little@tamu-commerce.edu)  
**Phone:** 817/944-9825

**Course Description**

Techniques for managing groups and work teams in a team centered culture are discussed. Specific attention will be given to problems in communications, counseling, team skills, cross functional activity, process interdependence, and organizational development. 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.

**Textbooks**

**Making the Team: A Guide for Managers. Leigh L. Thompson. Third Edition. Pearson-Prentice Hall, 2007.**

**\*It is the responsibility of the student to purchase the correct edition of the textbook, regardless of where you purchase it. If you attempt to take this class using the wrong textbook, or the wrong edition of the textbook, you will bear the responsibility of that. The professor is not to be held responsible for any lack of performance in the class due to an incorrect purchase of the textbook by the student.**

**Note: Please go through the student orientation tutorial before beginning the course.**

**Expectations**

**A successful online course requires expectations to be satisfied on both sides. I have selected relevant materials and have prepared them such that you should get a comprehensive perspective of the overall subject, operations and organizations. Each lesson coincides with one or more of the chapters in the required texts. For optimum performance in the course, read the chapters and the corresponding lectures, carefully! The three examinations are taken from these sources.**

## Course Objectives and Learning Outcomes

- Learn the meaning of work teams in organizations
- Learn the meaning of team centered and team based organizations
- Learn how work teams can benefit organizations
- Learn how work teams can benefit team members
- Learn how to transition organizations to support the team centered culture
- Learn the characteristics of organizational leadership creating and supporting team culture
- Learn to design work teams
- Learn work team dynamics
- Learn how to lead teams

## Course Assignments\*

<b>Lesson 1: July 9-11</b>	<b>Student/teacher introductions via the Student Lounge. (All class members give a brief introduction of themselves.) Overview of the syllabus. Post any questions regarding the class via Virtual office. (Actually, you may do this at any time over the duration of the class.) Read Lecture 1 and Chapter 1 in the textbook. Participate in the lesson 1 discussion.</b>
<b>Lesson 2: July 12-13</b>	<b>Read Lecture 2 and Chapter 2 in the textbook. Participate in the lesson 2 discussion.</b>
<b>Lesson 3: July 14-15</b>	<b>Read Lecture 3 and Chapter 3 in the textbook. Participate in the lesson 3 discussion. (Students who have not logged in to the class by July 15 will be administratively dropped from the class.)</b>
<b>Lesson 4: July 16-17</b>	<b>Read Lecture 4 and Chapter 4 in the textbook. Participate in the lesson 4 discussion.</b>
<b>Lesson 5: July 18-19</b>	<b>Read Lecture 5 and Chapter 5 in the textbook. Participate in the lesson 5 discussion.</b>
<b>Lesson 6: July 20-22</b>	<b>Read Lecture 6 (No textbook assignment) Participate in the lesson 6 discussion. Mid-Term Exam review on or about July 20</b>
<b>July 23</b>	<b>Mid-Term Exam (The mid-term exam will be open from 12:30 a.m. to 11:59 p.m. the entire day July 23)</b>

<b>Lesson 7: July 24-25</b>	<b>Read Lecture 7 and Chapter 7 in the textbook. Participate in the lesson 7 discussion.</b>
<b>Lesson 8: July 26-27</b>	<b>Read Lecture 8 and Chapter 8 in the textbook. Participate in the lesson 8 discussion.</b>
<b>Lesson 9: July 28-29</b>	<b>Read Lecture 9 and Chapter 9 in the textbook. Participate in the lesson 9 discussion. Article and article summaries due July 29.</b>
<b>Lesson 10: July 30-31</b>	<b>Read Lecture 10 and Chapter 10 in the textbook. Participate in the lesson 10 discussion.</b>
<b>Lesson 11: Aug. 1-4</b>	<b>Read Lecture 11 and Chapter 11 in the textbook. Participate in the lesson 11 discussion.</b>
<b>Lesson 12: Aug. 5-8</b>	<b>Read Lecture 12 and Chapter 12 in the textbook. Participate in the lesson 12 discussion. Research paper due Aug. 6. Final Exam review on or about Aug. 5</b>
<b>Aug. 9</b>	<b>Final Exam (final exam will be open from 12:01 a.m. to 11:59 p.m. August 9)</b>

**\*This course assignments schedule is tentative, and may be subject to change pending any unforeseen circumstances associated with the class. Students must be committed to keep pace with the course assignments schedule.**

### **Exams**

**There are two exams over the twelve class modules. There are 10 discussion questions per exam, specifically covering the chapters, lectures, and discussions that are assigned in the previous 6 lessons. Questions are taken directly from this material. They all require deductive reasoning and critical thinking. Each exam is 25% of your grade. You will have 90 minutes to complete each exam. Once you begin an exam, you must complete it. You will not be able to begin the exam, quit for a while, and then re-enter it.**

### **Research Paper**

**In partial fulfillment of the requirements of this class, each student will be required to write a graduate level research paper related to one of the broad topics that will be studied in this class. The purpose of the research paper is to give the student the opportunity to pursue one of these topics in greater depth through further scholarly inquiry. Organizational examples and applications of the material are encouraged.**

The paper should include a title page, table of contents, a short abstract or executive summary, and endnotes, be 12 to 15 pages in length (excluding the title page, table of contents, endnotes, nor any other supportive documentation that you may include). Utilize one-inch margins, font size 12, double spaced. Use APA format and style.

The paper will be worth 25% of your grade in the class.

The setup for your paper is not important, however, I suggest main headings and subheadings related to the presentation of the topic. I find that this helps you write it, and it helps me read it. I look for you to demonstrate in-depth knowledge and use of the subject and how it relates to an organization and organizational performance. You are expected to survey the literature, and site at least 6 current sources, i.e. within the last ten years. (Sources may include textbooks and lectures used in this course.) You are encouraged to site some recent cases related to work teams.

Some suggested topics are as follows (but not limited to):

- Organizational support for teams
- The team based/team centered organization (as compared to traditional organizations)
- Team design
- Team growth and maturity
- Team building
- Team communications
- Team member diversity
- Work teams vs work groups
- Team leadership
- Team culture
- Organizational transition (to support teams)
- Intra-team processes
- Inter-team processes
- Inter-team relations
- Team conflict
- Team skills
- Team decision making and problem solving

You may proceed with preparation for your research paper without notification of the professor, as long as you choose one of these topics. If there is some other topic not listed, but related to the subject matter of this course, please discuss this with the professor *before* you proceed with preparation of the paper.

\*Submit your papers to me at the following e-mail address: [drclittle@gmail.com](mailto:drclittle@gmail.com) or [charleslittle@tamu-commerce.edu](mailto:charleslittle@tamu-commerce.edu). Do not submit papers to the class drop box.

## Article Summary

Each student is required to engage in scholarly research and find some article related to *teams*. The article should be about or reference some organization that highlights one or more of our topics of study, and the choice of your topic is wide open. It is an opportunity to pursue some aspect of our class that is of particular interest to you. Case studies related to teams and team related experiences in an organization would be excellent! Articles do not necessarily have to be taken from a peer reviewed journal, but they should be taken from a journal that is scholarly and professional in nature, and be current (within the last 10 years).

You are to write a short summary of the article (4 to 5 pages). Utilize one-inch margins, font size 12, and double space. Use any format you desire; just summarize and critique the content of the article utilizing the material from this class. This assignment will be due in conjunction with Lesson 9. The APA style and format is strongly encouraged. (It is your responsibility to research proper style and format.) Team articles and summaries are worth 12 ½% of your grade.

\*Submit your summary and a copy of the article to me at the following e-mail address: [drclittle@gmail.com](mailto:drclittle@gmail.com). Do not submit papers to the class drop box nor to my TAMUC email address. Articles and article summaries are due in conjunction with Lesson 9.

## Discussions

Another aspect of this class that will enhance the learning experience will be class discussions associated with each lesson. I will post an opening question or comment to start the discussion topic at the beginning of each lesson. I would like for you as a class to discuss this topic. Take it any direction you like! Bring in your own experiences. Do not feel obligated to always enter an opening post in each discussion. Replies to openers are just as important in order to keep the discussion going and learn from each other. This is something to have fun with and learn from each other at the same time. These are *your* discussions. I will read all postings and enter the discussion occasionally if I see an opportunity to add to it in some way.

Discussions postings are valued at 12½% of your grade. I do look for quality postings. (“*I agree*” or “*That’s right*” are not quality posts.) They should be original as drawn from the knowledge you gain from the class and/or experiences you may have had. Opinions are good, too! Do not copy and paste or just insert a quote from a source with the citation, which you would not ordinarily do in a live class. Originality is much more valuable to all of us. One quality posting per discussion topic is sufficient for full credit. But feel free to engage in meaningful exchange as many times as you like.

Discussions should follow the lesson schedule in the syllabus. Do not jump ahead in the discussion.

Rubric for Research Paper, Article Summary and Discussions

	<b>Integration</b>	<b>Discipline</b>
<b>4 - Accomplished</b>	<ul style="list-style-type: none"> <li>• Successfully integrates interdisciplinary skills and knowledge.</li> <li>• Demonstrates a high degree of intellectual acuity, imagination, and sensitivity.</li> <li>• Clearly demonstrates an awareness of inter-relationships among self, the discipline, society, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly and reflectively applies appropriate argumentation and methodology of the discipline.</li> <li>• Demonstrates highly innovative interpretations, perspectives, or applications of course content.</li> </ul>
<b>3 - Competent</b>	<ul style="list-style-type: none"> <li>• Partially integrates interdisciplinary skills and knowledge.</li> <li>• Demonstrates intellectual acuity, imagination, and sensitivity.</li> <li>• Demonstrates some awareness of inter-relationships among self, the discipline, society, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies appropriate argumentation and methodology of the discipline.</li> <li>• Demonstrates coherent interpretations and applications of course content.</li> </ul>
<b>2 - Developing</b>	<ul style="list-style-type: none"> <li>• Attempts to integrate interdisciplinary skills and knowledge.</li> <li>• Lacks depth of intellectual acuity, imagination, and sensitivity.</li> <li>• Demonstrates little awareness of inter-relationships among self, the discipline, society, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts appropriate argumentation and methodology of the discipline.</li> <li>• Offers minimal interpretations, perspectives, and applications of course content.</li> </ul>
<b>1 - Does Not Meet Minimum Objectives</b>	<ul style="list-style-type: none"> <li>• Does not yet integrate interdisciplinary skills and knowledge.</li> <li>• Does not yet demonstrate intellectual acuity, imagination, and sensitivity.</li> <li>• Does not yet demonstrate awareness of inter-relationships among self, the discipline, society, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not incorporate appropriate argumentation and methodology of the discipline.</li> <li>• Fails to interpret or apply course content.</li> </ul>

### Grading and Requirements for Credit

Exam no. 1	25%
Exam no. 2	25%
Final Research Paper	25%
Article Summaries	12 ½%
Discussions	<u>12 ½%</u>
	100%

90% to 100%	A
80% to 89%	B
70% to 79%	C
Below 70%	F

### Students with Disabilities

*Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact the Office of Advisement Services, Business Administration Building, Room 314; 903/886-5133 903/886-5133 .*

### Dropping the Class

**It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Office of the Registrar.**

**Students who wish to drop a course or withdraw from the university are responsible for initiating this action.**

### Communications

**Communication is as important in the extended learning format as in the traditional live classroom format. Please use the following modes of communication when communicating**

**with the instructor (in this priority): 1) e-mail, 2) virtual office, 3) telephone. You may contact me at any time about anything regarding the course, i.e. syllabus, discussions, tests, research paper, basic technical issues (also the TAMUC Help Desk). Again, please use e-mail as your first option for the exchange of personal information, i.e. questions and information that pertain to your individual progress and performance in the course. The subject of your e-mail should be "MGT 567." Use Virtual Office for anything that the entire class may benefit from. Call me only if you need help with or have an urgent issue, such as a personal emergency or inability to finish the course.**

**I hope you enjoy our course in Managing Groups and Organizations. Please keep in mind that I am here to help and facilitate. You may contact me at any time. Best wishes for a rewarding learning experience and successful completion of our class!**

**Dr. Little**