



CLASSROOM: eCollege Web-Based Course
MEETING TIME: See Course Schedule for Assignment due Dates and Live Session Times
NOTE ABOUT TIMES: All Times and Deadlines for this Course are Listed as Central Time Zone (Commerce, TX) times.

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****THE BEST WAY TO REACH ME OR TO MAKE APPOINTMENTS IS BY MY TAMUC EMAIL**
****STUDENTS ARE RESPONSIBLE FOR ALL ANNOUNCEMENTS MADE BY EMAIL OR IN ECOLLEGE**

RECOMMENDED TEXTBOOK

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 projects, peer-evaluations.

COURSE STRUCTURE

This course is entirely Web-based and will consist of a mixture of online lectures and quizzes and team assignments. I've designed the course and thought carefully about the types of assignments and format that would be best suited to the course goals. **Nevertheless, the quality of the course will depend very much on the**

preparation and effort expended by all members of the course. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. Be sure to log onto eCollege and check your university e-mail regularly to see what work you are required to do. I will facilitate live sessions during the course in order to answer any questions or concerns about the course and discuss some of the material. PowerPoint slides for the live sessions will be available under the “Doc Sharing” tab. You should submit all of your work in a format that is compatible with **Microsoft Word** and post it in the appropriate “Dropboxes” when due.

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%)
Recorded Sessions (8 @ 25 Points Each)	Individual	200 points (20%)
Team Development Project	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.

QUALITY OF WORK: 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.**

PERFORMANCE COMPONENTS

QUIZZES: There will be four quizzes based on the live sessions that will be completed through eCollege on the dates indicated on the schedule below. During the time frame, once you click on the link in eCollege, you will be given 40 minutes to complete these quizzes on eCollege. 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, without a late deduction of 25% off the top of your final score.

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.

RECORDED LECTURES: For each Unit (8 total), you will listen to two previously recorded live sessions containing the material for a Unit. After listening, you will be required to submit on eCollege a 2-page

summary/integration/reflection of the session by the time indicated on the schedule below (2 per Unit is required, see schedule below).

LIVE SESSION PARTICIPATION: On the days indicated on the schedule below, the live sessions will always begin at 8:00 PM Central time, so plan now to clear your schedule on those nights! Although attendance of the live sessions is optional, I would highly recommend taking the time to attend as I will focus on questions and course specifics. Sessions will typically last 30 min.

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

TEAM PEER-EVALUATION: There will be a fair amount of teamwork in this course. Make sure you attend your online 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 (see schedule below). 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. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a day. This is one way of "attending" the class. As mentioned earlier, I will also facilitate live sessions throughout the course. This is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have. In order to get to the live session: Click the "Live" tab at the top of the eCollege course screen.

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 log onto eCollege regularly and attend all live sessions.
- **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in this course 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” or you will receive an automatic 0.
 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.

WEEK OF:	TOPIC	ASSIGNMENTS
1. Jan 20 UNIT 1	Intro & Team Skills	MT: Chapter 1 <u>Live Session 1: 1/22 @ 8:00 PM Central!!</u>
2. Jan 25 UNIT 1	Perception/Attribution in Teams	MT: Chapter 2 Listen to Recorded Session 1 & Turn in paper by 11:59 PM on 1/31 Team Development Part I Due on eCollege by 1/31 @ 11:59 PM
3. & 4. Feb 1 & Feb 8 UNIT 1	Individual Difference/Across Culture and Teams	MT: Chapter 4 Listen to Recorded Session 2 & Turn in paper by 11:59 PM on 2/7 Quiz 1 (Open Feb 11-14 @ 11:59 PM on eCollege)
5. Feb 15 UNIT 2	Motivation and Teams	MT: Chapter 3 Listen to Recorded Session 3 & Turn in paper by 11:59 PM on 2/21
6. & 7. Feb 22 & March 1 UNIT 2	Communication/Organizational Culture and Teams	MT: Chapter 6 Listen to Recorded Session 4 & Turn in paper by 11:59 PM on 2/28 Quiz 2 (Open March 4-7 @ 11:59 PM on eCollege)
8. March 8 UNIT 3	How Groups Work	MT: Chapters 7, 8 Listen to Recorded Session 5 & Turn in paper by 11:59 PM on 3/14
9. & 10. March 22 & March 29 UNIT 3	Team Building & Performance	MT: Chapter 9 Listen to Recorded Session 6 & Turn in paper by 11:59 PM on 3/28 Quiz 3 (Open April 1-4 @ 11:59 PM on eCollege) Team Development Part II Due on eCollege by March 31 st @ 11:59 PM
11. April 5 UNIT 4	Leadership in Teams	MT: Chapter 11 Listen to Recorded Session 7 & Turn in paper by 11:59 PM on 4/11
12. & 13. April 12 & April 19 UNIT 4	Politics and Power in Teams	MT: Chapters 10, 12 Listen to Recorded Session 8 & Turn in paper by 11:59 PM on 4/18 Quiz 4 (Open April 22-25 @ 11:59 PM on eCollege) <u>Live Session 2: 4/20 @ 8:00 PM Central</u>
14. April 26		Final Team Dev. Project DUE ON eCollege @ 11:59 PM on 5/2
15. May 3		Team Workshop DUE ON eCollege @ 11:59 PM on 5/9 Peer-Evaluations due on eCollege @ 11:59 PM on 5/9

➤ THIS WEEKLY SCHEDULE IS TENTATIVE.

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 ***pretend that you 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 should ***pretend*** 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) Lesson Plan; 2) PowerPoint .

LESSON PLAN: All well organized and designed workshops have a clear plan for how the workshops will be implemented. In order to show that your workshop is well organized and designed, you will submit a lesson plan that clearly spells out everything that would be said and done in the workshop in bullet point form. **Please note that although you will be presenting the information in bullet point format, you must include enough detail that anyone familiar with the material in the course could replicate the workshop themselves.** Also include any materials that would be needed to actually do the activities that are planned (e.g., role playing/hands-on activities/simulations). **If no such activities are planned for your workshop, you are doing it wrong and need to figure out how to include these types of activities!** It would not be abnormal for the completed packet with the lesson plan, activities, handouts etc. to be 20-30 pages long.

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 lesson plan and should focus more on the visual aspects of the workshop.

Workshop Assessment Form

Team Name:

1) How well does the workshop (including activities, handouts etc.) address the objective of the assignment? (80%):

The workshop communicate a clear understanding of employees in teams,	0	2	4	6	8
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Participants would gain an appreciation for team members' problems/challenges/issues and the context in which it arises	0	2	4	6	8
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It is clear how the workshop could help solve the problem	0	2	4	6	8
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It is evident that employees would value the offering	0	2	4	6	8
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It is explained how this information will lead to improvements in the team work in the firm	0	2	4	6	8
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Average (out of 160) =

2) Was the PowerPoint compelling, clear, imaginative, and informative? (20%):

The PowerPoint was creative and imaginative	0	1	2
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Elements of the PowerPoint were clear and relevant to the overall theme	0	1	2
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The PowerPoint was effective, informative and visually appealing	0	1	2
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Average (out of 40) =

Total Score (out of 200) =