

**Management**  
**Course Number: 22:620:608**  
**Course Title: Team Building and Group Processes**

## **COURSE DESCRIPTION**

### **Overview**

Forbes magazine says that “Works well on a team” is one of the top qualities that employers look for when they're hiring and Glassdoor, Monster, and Motley Fool all say that “Teamwork” and “Team Mentality” are among the top soft skills that hiring managers and recruiters want to see in candidates. Rutgers MBA students regularly work in teams on class projects, but this is often without the benefit of a structured framework or methodology to succeed in a team environment. This course intends to remediate that gap for both school and work environments.

This course examines the skills needed to create and manage teams in organizations. It offers students the opportunity to improve their skills through the use of exercises, role-plays, case analyses, and discussions. The skills examined and practiced in this course include team building, conflict management, decision making, and strategic thinking.

Each student will have an opportunity to lead a team. Team members rotate throughout the semester. In all, the course will make you a better team leader and a more productive team member.

### **Learning Outcomes**

By the end of this course, students will be able to:

- Grasp the role of a team leader, when team members do not report to him/her, and utilize tools of influence toward a common goal
- Run a team meeting through the Traditional and the Agile methods that increase results and reduce conflicts, whether in face-to-face or virtual environments
- Embrace the variety of specific roles that team members must perform and contribute proactively toward the team’s common goal
- Measure team effectiveness and team dysfunction and develop strategies to put the team on the right path
- Reflect on your own personal development as a team leader and as a team member and maximize your contribution to the workplace teams in which you are involved.

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## **COURSE MATERIALS**

To be posted in our Canvas class site weekly

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## **LEARNING GOALS AND OBJECTIVES**

This course is designed to help students develop skills and knowledge in the following area of the Rutgers Master of Business Administration Program:

### Learning Goal

Students will graduate with a command of business theory and practice.

### Objective

Students will demonstrate a mastery of fundamental business concepts and an ability to integrate and apply these concepts to resolve practical business problems.

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## **PREREQUISITES**

Students must have completed Organizational Behavior (22:620:540) before taking this course.

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## **ACADEMIC INTEGRITY**

*I do NOT tolerate cheating.* Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See [business.rutgers.edu/ai](http://business.rutgers.edu/ai) for more details.

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## **ATTENDANCE AND PREPARATION POLICY**

A student must notify the instructor in advance by e-mail that the student will be absent. If absent, the student is responsible for submitting assignments on time per the syllabus schedule and for obtaining class notes and lecture notes. Students should take special care to attend class the days of the exam(s) and of the final presentation. If the student misses 3 or more classes, then the student's grade will be reduced. (This does not include absence due to religious observance, a Rutgers-approved activity or documented illness or family emergency.) The rationale for this policy is that class participation in an integral part of the learning process for this course.

For weather emergencies, consult the Campus Status page below. If the campus is open, class will be

held.

If the instructor is to be absent, the instructor or a department representative will send you notice via email or Canvas as far in advance as possible.

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**RUBRIC FOR ASSESSING CASE ASSIGNMENT PAPERS**

<b><u>Category</u></b>	<b>EXTRAORDINARY; EXCEPTIONAL 100/99 Meets all of the elements below:</b>	<b>VERY GOOD; TYPICAL 89 Usually meets these elements:</b>	<b>FAIR WITH MUCH MISSING 79 Meets these elements:</b>	<b>BELOW AVERAGE 69 Reflects these elements:</b>
<b>Comprehensiveness</b>	Everyone follows all directions; Thoroughly addresses all issues.	Team follows most directions; Addresses most issues.	Team follows some directions; Addresses some issues.	Team follows some directions; Addresses few issues.
<b>Process</b>	Everyone fulfills each team role perfectly; Conflict is handled completely; Peer Reviews are done honestly	Most fulfill team roles well; Conflict is handled; Peer Reviews are done honestly	Team roles are done somewhat well; Conflict remains; Most Peer reviews are done honestly	Team roles are not done well; Conflict remains; Most Peer Reviews are very inconsistent
<b>Organization</b>	Paper has a logical structure & many paragraph breaks; has informative subheadings.	Paper has evident structure & paragraph breaks; has subheadings.	Paper has ambiguous structure; subheadings could be better.	Paper structure is not apparent; thoughts are in a disorganized sequence.
<b>Recommendations</b>	All arguments and recommendations are clear, original, and compelling; Provides great rationale for all.	Most of the arguments and recos are strong; Gives rationale for most aspects.	Some of the arguments and recos are good; Gives rationale for some aspects.	Few of the arguments and recos are good; Simply re-states the obvious.
<b>Support</b>	All arguments supported by strong facts, sources, and citations.	Most arguments supported by facts, sources, and citations.	Some arguments supported by facts, sources, and citations.	Few arguments supported by facts, sources, and citations.
<b>Grammar/Spelling</b>	Zero grammar, typographical, spelling, usage errors, or 'widows'.	Few grammar, typographical, spelling or usage errors.	Some grammar, typographical, spelling or usage errors.	Many grammar, typographical, spelling or usage errors.

The purpose of the Case Assignments is to provide an opportunity for students to apply the lecture material to a team situation and to measure how well the lecture principles are applied.

The cases are progressively more complex over the course of the semester and this is reflected in the weighting. Both Case Assignments have a due date and time deadline. It is the instructor's discretion whether to accept a late assignment with point penalty or not to accept it at all. All submissions must include each student submitting a separate Academic Integrity statement and a signature from each student. Working on a team and helping team members is considered "authorized assistance". Giving or receiving assistance from anyone or anything else is not authorized and will be penalized. All assignments must have all statements and all signatures included or the paper will not be accepted and the score for all members will be Zero (0). It is *all* team members' responsibility to monitor this as no reminders will be given.

### RUBRIC FOR ASSESSING CLASS PARTICIPATION

<b><u>Category</u></b>	<b>99</b> <b>Meets all of the elements below:</b>	<b>89</b> <b>Usually meets these elements:</b>	<b>79</b> <b>Meets these elements:</b>	<b>69</b> <b>Reflects these elements:</b>
<b>Contributions</b>	Very frequently contributes useful ideas when participating in classroom discussion -- a definite leader.	Regularly contributes useful ideas when participating in classroom discussion -- a strong student.	Sometimes provides useful ideas when participating in classroom discussion -- a satisfactory student .	Rarely provides useful ideas for classroom discussion -- a weak student. Contribution typically comes only when the professor solicits it from the student.
<b>Quality</b>	All comments are thoughtful, insightful, constructive and unique.	Most comments are thoughtful, insightful, constructive and unique.	Some comments are thoughtful; Others are general and obvious.	Comments are usually general and obvious or of the "me too" variety.
<b>Attitude</b>	Always respectful of others opinions. If disagrees, always does so professionally.	Respectful of others opinions. If disagrees, usually does so professionally.	Occasionally has a positive attitude about others opinions. Needs more tact.	Has an inconsistent attitude about others opinions. Sometimes positive; sometimes insensitive.
<b>Engagement</b>	Always stays focused on in-class work. Is attentive - - never any texting or engaged in side conversations.	Mostly stays focused on in-class work.	Inconsistently focused on in-class work. Sometimes distracted or distracting.	Infrequently pays attention to the lecture or discussion. Is more interested in non-class work on the phone, on the laptop/Internet, etc.
<b>Attendance</b>	Attends all classes, is always punctual, prepared and ready to work	Attends all classes, is usually punctual, prepared and ready to work.	Attends all classes, but punctuality is inconsistent.	Misses classes and punctuality is inconsistent.

Class participation will be based on interactive lectures, “case study” method discussions, and assigned articles. Students will have the opportunity to volunteer to participate. And, students may be called on, at random, to respond to queries by the instructor. Students will also interact, exchange ideas, and craft potential solutions during the class. The ability to present and defend ideas is an important MBA skill.

## ASSIGNMENTS

<b>Team Case #1</b>	<b>15%</b>	<b>Individual</b>	<b>()</b>
<b>Team Case #2</b>	<b>15%</b>	<b>Individual</b>	<b>()</b>
<b>Team Asgm #1</b>	<b>20%</b>	<b>Team</b>	<b>()</b>
<b>Team Asgm #2</b>	<b>20%</b>	<b>Team</b>	<b>()</b>
<b>My Teaming Journal and Reflection</b>	<b>20%</b>	<b>Individual</b>	<b>()</b>
<b>Participation</b>	<b>10%</b>	<b>Individual</b>	

**Case Assignments:** (2 of them – 15% each)

Case assignments will be detailed in our class.

**Team Assignments** (2 – 20% each)

Teamwork in modern organizations is essential. Learning how to function as an effective team member and leader are prerequisites to management level positions in any firm. Your functioning and contributions to the efforts of your team are essential components of your development as a future leader of organizations. Participation on a team provides you with an opportunity to lead, be an individual contributor, and function as an effective collaborative member. More importantly, learning how to create, manage, and sustain collaborative teams are important management and leadership skills.

Because of the focus on this class, you will spend some time in team assignments. There are two of them, details will be provided in class. Teams will be formed in class.

Your active participation and contribution to your team project is critical to the success of your project, which is a component of your final grade.

**Final Project and Learning Journals (20%)**

The purpose of the term project is to prepare you for greater team leadership responsibilities in your career. The project will afford you the opportunity to document “My Team Journey”, which will be your personalized document for future reference. It will consist of your written reflection each week from Week 1 through Week 11 of the course on the lectures, class exercises, application of course content, case assignments, assignment team interactions, and your own research. Your own research will be a study of a team at your job (yours or one you observe) and your recommendations on how to increase that team’s effectiveness. Then you will write a synthesis of your material and prepare a

brief speech on “My Team Journey” which will be given during the last class meeting -- Week 12.

Template for the Learning Journal will be provided.

***More specific information will be provided in class.***

Semester Grading Policy:

Semester grades will be calculated based point totals from the grading element and grading weight cited above, with total points correlating to the following grades:

100-95.00 > A ; 94.99-91.00 > A- ; 90.99-88.00 > B+ ; 87.99-84.00 > B ; 83.99-81.00 > B- ; 80.99-78.00 > C+ ; 77.99-74.00 > C ; 73.99-71.00 > C- ; 70.99-68.00 > D+ ; 67.99-60.00 > D ; 59.99 and below > F

In order to maintain a fair and level playing field with your other classmates, please do not ask the instructor to raise your grade because it is “close” to the next grade or because you “need” a certain grade. Further, please do not ask for preferential treatment, such as requesting a special “extra credit” project. The grading rubrics and the assignment weights are the equality guides for calculating your Semester grade.

**NOTICE**

This Syllabus – including but not limited to assignment due dates, assignment instructions, and topics for classes – is subject to change with notice. Students are responsible for obtaining and following any syllabus changes posted on Canvas.

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**COURSE SCHEDULE**

<u>Week</u>	<u>Topic</u>
1	Introductions, Course Overview and Orientation.  Context: Changes in the Eco-System and the impact on organizations, leadership and individuals.  Introduction to Teams and Groups  The Purpose, Dynamics and Organization of Teams and Groups  <b><i>Readings to be posted in our Canvas Class site (Modules)</i></b>
2	<i>Types of Teams</i>  <i>Team Lifecycles</i>  <i>Team Cultures &amp; Norms</i>

	<p><i>Team Organization and Staffing</i></p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p> <p><b><i>Team Case #1 due on ()</i></b></p>
3	<p>Leadership and Teams</p> <p>Power and Authority in Teams</p> <p>Team Leadership Process</p> <p>Team Sponsorship</p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p>
4	<p>Roles and Behaviors in Teams</p> <p>Team Norms – internal mechanisms</p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p> <p><b><i>Team Case #2 due on ()</i></b></p>
5	<p>Effective Team Membership</p> <p>The Notion of “Teamwork”</p> <p>High Performance Teams</p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p>
6	<p><i>Team Dynamics:</i></p> <p>Communication in Teams</p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p>
7	<p><i>Team Dynamics:</i></p> <p>Conflicts in Teams</p> <p>Teams and Problem Solving</p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p> <p><b><i>Team Assignment #1 due on ()</i></b></p>

8	<p><i>Team Dynamics:</i></p> <p>Decision Making in Teams</p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p>
9	<p><i>Team Dynamics:</i></p> <p>Team Building</p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p>
10	<p><i>Team Dynamics:</i></p> <p>The Dark Side of Teams</p> <p>The Dysfunctions of Teams</p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p> <p><b><i>Team Assignment #2 due on ()</i></b></p>
11	<p>Best Practices Workshop</p> <p><b>Team Presentations</b></p> <p><b><i>Readings to be posted in our Canvas Class site (Modules)</i></b></p>
12	<p><b>My Team Journey Presentations</b></p> <p><b><i>Final Reflection and My Teaming Journal due on ()</i></b></p>

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## SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at [ods.rutgers.edu](https://ods.rutgers.edu).

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu)]

[Rutgers University-Newark ODS phone (973)353-5375 or email [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu)]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email [jackie.moran@rutgers.edu](mailto:jackie.moran@rutgers.edu)]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu)]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu)]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu)]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: [https://cm.maxient.com/reportingform.php?RutgersUniv&layout\\_id=7](https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7) . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu)]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: [PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu)]

[Rutgers–New Brunswick: [eslpals@english.rutgers.edu](mailto:eslpals@english.rutgers.edu)]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]