

New Mexico State University--Las Cruces, Course Syllabus
MANAGEMENT (MGT) 454.70: *Work Teams in Organizations* -- 3 Semester Credits
Instruction delivered on-site at New Mexico Military Institute, Roswell, NM
SPRING 2007--Sonia S. Cowen, Ph.D.

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Office Hours: Please call for an appointment: 505-624-8148; prefer, if possible, at least 24 hours' advance notice of scheduled meeting/s.
Room, NMMI: DLC 118C or 113--depending upon needs of the class and DLC reservations for outside groups
Class Meets: **Wednesday afternoons: 1330-1700 hours**
Class Meeting Dates: 2007
Jan 24, 31; Feb 7, 14, 28; Mar 7, 21, 28; Apr 4, 11, 18, 25; May 2, 9. (No class meeting scheduled on 21 Feb 07--but an out-of-class exercise shall be planned/scheduled; 14 Mar 07 falls during NMMI's spring break--no class scheduled on 14 Mar 07.)
Final Class Meeting Date--Exam/ Project Due: 9 May 2007

Course Overview:

This class is designed to increase your knowledge of small group dynamics, and competencies in team work, including knowledge of the rationale, tools, and processes of project management when delegated to teams. Instruction shall focus on work team dynamics, and will require that every student participate fully as a member of an ongoing class group, tasked with identifying/ understanding the dynamics at play while the group engages in real tasks or assigned exercises in or out of class. One period shall be spent on the new Leadership Reaction Course, as a team tasked with brainstorming, deciding upon and executing a plan in a specific time frame--to include pre- and post-briefings of team achievement.

NMSU's Undergraduate Catalog/ Course Description:

Theories of small groups and their application to the work situation. Why and how groups form, grow, communicate, and maintain themselves. Prerequisites: senior or above standing.

Primary Learning Objectives:

1. To learn how to recognize, understand, and utilize to your advantage the subtleties and conditions of group dynamics and the processes and progress they support or undermine.
2. To learn how to build, lead, and maintain a high-performing team.
3. To incorporate a set of tips and exercises intended to build a team leader's "tool box" of skills for team enhancement--including the skills that enable a leader or team member to "assess or "revisit your team's goals", define or redefine "your team member's roles", to establish or reestablish "ground rules", to energize or "rejuvenate team meetings, to build or rebuild "a climate of trust", to gain or regain "team member commitment", to assess or reassess "team performance", to recognize and/or otherwise reward "team success".
4. To learn, incorporate/ test, and evaluate different "tools" to affect effective group solutions or projects--(e.g., resource allocations, role assignments, problem solving, communications, decision-making, planning and execution of strategies/ tactics, identifying and "living" appropriate standards of interaction, influencing/ leading others, encouraging innovative approaches to recurring problems, helping the team reflect on personal and team successes or necessary re-directions).
5. To develop, implement, and execute a team project successfully, with evaluation/ recommendations for improvement/s.
6. To learn and implement processes of group case and group process analyses effectively.

7. To apply what is learned in class and readings to real-life work teams at work and in leadership of assigned troops or groups.
8. To learn and apply what is learned in a focus on "leadership in organizational groups or work teams", including knowledge of processes related to "team research, leadership processes, factors contributing to team effectiveness, and models".

Course Activities and Evaluation:

- Grade of A = 100 minimum points**
- Grade of B = 90 minimum points**
- Grade of C = 80 minimum points**
- Grade of D = 65 minimum points**

1. Class Attendance, Preparation for In-Class Discussions, and In-Class Participation, Discussions, Analyses: 45 points (3 points or more per class meeting.)

"Due to the nature of this course...attendance and active class participation are mandatory" and therefore required of every class member seeking a satisfactory grade. "At my discretion, an individual's grade may be increased due to superior in-class participation that helps create enhanced learning opportunities for other class members. In addition, lack of attendance and appropriate participation will result in a lower individual grade." ¹

Every class meeting shall engage every member of the class in a work team exercise that will need to be completed in-class--every student will be engaged as both a team member, as well as a participant-observer of the class's group dynamics. Exercises may also include some additional work in cognitive theory exercises to explore individual moods or twisted thinking in reaction to group actions or expectations of an individual participating as a group member. Sometimes feedback will be solicited on the spot in class (either verbally or in writing), or as an out-of-class assignment due on a specific date. As expected by the Department of Management at NMSU, the "class exercises performed in these learning teams" shall enable the class to "(1) see and experience" what is read in the required and supplemental texts/ course handouts regarding work groups, and "(2) use the learning groups as a laboratory in which" each student may "experiment with new behaviors and interactions with others". On at least one occasion, the class shall meet at the Institute's new Leadership Reaction Course to participate in one or more "group" challenges and evaluations.

Instructor reserves the right to assign in-class quizzes based on assigned readings and writings, or in-class exercises and discussions. Instructor reserves the right to assign participation in outdoor leadership reaction exercises, as weather permits and as facilities are available--for the purpose of emphasizing and analyzing team performance in specific task exercises.

2. Completion and Discussion of Results of "Team Excellence and Collaborative Team Leader Questionnaire" as it applies to each TLA's work with his/ her assigned troop, or a group "approved in advance" by the instructor for non-TLA students : 5 points

Each class member shall be asked to complete and discuss the outcomes/ findings of an individual "Team Excellence and Collaborative Team Leader Questionnaire".

3. Group Case Analysis Paper: 10 points

"Each learning group within the class, or the class as a group in itself, shall prepare a written analysis of a case study provided at approximately midterm. Each group, or the class as a group, shall be provided approximately 2

¹ NOTE: Phrases, sentences, or paragraphs presented in quotation marks throughout this syllabus represent excerpts of those instructions and conditions common to current NMSU-LC syllabi for MGT 454--*Work Teams in Organization*; the use of excerpts as quotes reflects an intent to identify those specific phrases, sentences, or paragraphs as the property of other faculty within the Department of Management at NMSU-LC without the need to provide specific citations of individual work when the curricula is representative of a collection of faculty within the department, and the intent is not to claim authorship by this instructor, but to insure some uniformity of expectations is sustained across various sections of a shared curricula.

weeks to complete the assignment in final form (e.g., execute all assignments associated with the analysis, including appropriate and consistent citations of sources, no misspellings, no grammatical errors).

4. **Group Process Analysis Paper: 10 points**

"Each learning group within the class, or the class as a group in itself, write (as a group) a paper documenting their experiences as they would appropriately apply to specific "group concepts and theories to explain these experiences. A separate handout shall explain this requirement more fully. Group processes analysis papers are due" 18 April 2007.

5. **Individual and Group Use of Selected Project Management Tools: 15 points**

The class shall be instructed in the use of selected project management tools, and each student shall identify and populate selected tools based on in-class exercises and/or assigned out-of-class projects. These options shall be discussed in class in advance of the full assignment.

6. **"Personal Learning Paper": 15 Points.**

Each individual shall write a concise paper documenting what they have learned about work teams and themselves from participating in this course", and how they shall apply what they have learned in order to instruct their respective troop leaders skills in recognizing and understanding group dynamics and utilizing work team skills to improve group processes and outcomes" Within this paper, each student shall also "need to assess" his/her "skills as a productive team member. More specifics on this assignment will be given as the semester proceeds. This assignment will be due the last day of class."

Required Textbooks:

- (1) Brounstein, M. (2002). *Managing Teams for Dummies*. NY, NY: Wiley Publishing. Inc.
- (2) Longman, A. and Mullins, J. (2005). *The Rational Project Manager: A Thinking Team's Guide to Getting Work Done*. Hoboken, NJ: John Wiley & Sons, Inc.

Required Readings/ Case and Process Studies/ In-Class Exercises--as Excerpted from Supplemental Texts/ Handouts:

- (1) Thompson, L. L. (2004). *Making the Team: A Guide for Managers* (2nd Ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- (2) Forsyth, D. R. (2005). *Group Dynamics*. (4th Ed.). Belmont, CA: Thomson Higher Education/ Thomson Wadsworth--The Thomson Corp.
- (3) Kouzes, J. M. and Posner, B. Z. (2002). *The Leadership Challenge* (3rd Ed.). San Francisco, CA: Jossey-Bass/ Wiley Imprint.
- (4) Parker, G. (2002). *Team Depot: A Warehouse of Over 585 Tools to Reassess, Rejuvenate, & Rehabilitate Your Team*. San Francisco, CA: Jossey-Bass/ Pfeiffer, Wiley Company.
- (5) Newstrom, J. and Scannell, E. (1998). *The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do*. NY, NY: McGraw-Hill.
- (6) Heermann, B. (1997). *Building Team Spirit: Activities for Inspiring and Energizing Teams*. NY, NY: McGraw-Hill.
- (7) Janis, I. L. (1982). *Groupthink*. (2nd Ed.) Boston, MA: Houghton Mifflin Co.
- (8) Northouse, P.G. (2004). *Leadership: Theory and Practice* (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.

TENTATIVE In-Class Exercises/ Activities; Out-of-Class Assignments and Deadlines		
Date/s: Wednesdays, 2007	Topic/s	Assignments Due
24 Jan	Introduction to the Course, Review of Syllabus and Learning Expectations, Standards for Grades/ Assignments, Overview of Team Leadership In-Class Exercise	N/A
31 Jan	In-Class Exercises and Discussions Re Findings of Class/Group Characteristics, Roles, Norms and Socialization, etc.	Homework: Reflection notes on "Why We Fight", and written responses to personal "team" survey, "Lost in Team Depot"
7 Feb	In-Class Exercises and Discussions.	What assigned in handouts distributed at close of 31 Jan 07 class
14 Feb	Read in Advance of Class: Brounstein's <i>Managing Teams</i> , Chapters 1 through 7 (pp. 1-138), and be prepared to discuss additional assigned readings. In-Class Exercise	Be prepared for in-class discussions based on readings, and in-class exercises related to creating team culture/s, coaching teams, leading teams through change/s, and case analyses.
21 Feb	No class meeting in DLC.	Out-of-class exercise.
28 Feb	Read in Advance of Class: Brounstein's <i>Managing Teams</i> , Chapters 8 through 12 (pp. 139-238), and be prepared to discuss additional assigned readings/ and turn In handouts provided in class 14 Feb 07. Discuss Project Management Tools Assignment.	Be prepared for in-class discussions based on readings, and in-class exercises related to "developing tools for productive team players" and planning, and process analyses.
7 Mar	Read in Advance of Class: Brounstein's <i>Managing Teams</i> , Chapters 13 through 15 (pp. 239 through 238), and be prepared to discuss additional assigned readings/ and turn in handouts provided in class 28 Feb 07.	Be prepared for in-class discussions based on readings, and in-class exercises related to "Managing Challenging Team Matters".
14 Mar	No class meeting: NMMI Spring Break	
21 Mar	Read in Advance of Class: Brounstein's <i>Managing Teams</i> , Chapters 16 through 18 (pp. 301 through 316); and Longman's/ Mullins' <i>Rational Project Manager</i> , Chapters 1 & 2 (pp. 1-54) and be prepared to discuss additional assigned readings/ and turn in handouts provided in class 28 Feb 07 Review Team Excellence Questionnaire and Group Case Analysis Paper..	Project Management Tools Assignment Due. Be prepared for in-class discussions based on readings, and in-class exercises related to "Managing Groups to Work as Teams and Effective Team Players".

TENTATIVE In-Class Exercises/ Activities; Out-of-Class Assignments and Deadlines -- Continued		
Date/s: 2007	Topic/s	Assignments Due
28 Mar	Read in Advance of Class: Longman's/ Mullins' <i>Rational Project Manager</i> , Ch. 3 Project Planning (including project analyses and processes, tools--pp. 55-96), and be prepared to discuss additional assigned readings/ and in turn handouts provided in class 21 Mar 07.	Team Excellence Questionnaire Due at the Beginning of Class. Be prepared for in-class discussions based on readings, and in-class exercises related to "Planning Projects", including the use of specific project planning/ execution tools.
4 April	Read in Advance of Class: Longman's/ Mullins' <i>Rational Project Manager</i> , Chs 4 & 5 --pp. 97-172), and be prepared to discuss additional assigned readings/ and in turn handouts provided in class 28 Mar 07.	Group Case Analysis Paper Due. Be prepared for in-class discussions based on readings, and in-class exercises related to "Project Implementation & Managing People in Projects".
11 April	Read in Advance of Class: Longman's/ Mullins' <i>Rational Project Manager</i> , Chs 6 & 7 --pp. 173-215), and be prepared to discuss additional assigned readings/ and in turn handouts provided in class 4 Apr 07.	Be prepared for in-class discussions based on readings, and in-class exercises related to "Project Decision Making, Problem-Solving, and Management within an Organization".
18 April	Read in Advance of Class: Assigned Supplemental Readings and complete assigned exercises or papers Discuss Personal Learning Paper.	Assigned analysis
25 April	Read in Advance of Class: Assigned Supplemental Readings and complete assigned exercises or papers	Group Process Analysis Paper Due at the Beginning of Class.
2 May	Read in Advance of Class: Assigned Supplemental Readings and complete assigned exercises or papers.	Personal Learning Paper due.
9 May--NMMI Finals Week	Final Exam or Individual and Peer Evaluation Meetings	TBA