

## Module Outline

**Module Code** : MNO 3715/3332  
**Module Title** : Leading Groups and Teams  
**Class Date** : From 16/8/2021 To 8/11/2021  
**Semester** : Semester 1, Academic Year 2021/2022  
**Faculty** : Dr. Noriko Tan  
**Department** : Management & Organisation  
**Office** : BIZ 2 #02-14 (consultation by appointment)  
**Class Meeting**: Monday, 12:00 – 3:00pm, BIZ1 02-01(TBC)

### 1. Overview

Think about class projects, team sports, co-curricular activities, industry internships...you may have abundant experiences working with others as a team. As work groups and teams become a prevalent structure in modern organizations, you will likely need to be a team player when you start your professional career. Being a good team player is not easy; you need to understand the strengths, limitations, and (mal)functioning of a team, know how to coordinate with your teammates, lead effectively when asked, and interact well with parties external to the team. Your capabilities to do so concern not only the trajectory of your own career but also the performance of your colleagues, your team, and even your organization. In this module, we will navigate through important topics surrounding work groups and teams via an evidence-based management approach. When doing so, we will draw insights from both research and practice to give a rigorous account of what makes teams, as well as people in teams, great. Further, we will discuss how contexts play a vital role in team dynamics, with our focus on Singapore/Asia as a cultural context and telework as an unavoidable situation brought by the current pandemic.

### 2. Module Objectives

The objectives of this course are as follows:

- Understand the strengths and weaknesses inherent in a team structure
- Develop skills in designing a team wisely to promote its effectiveness
- Examine team processes such as communication, decision making, and conflict resolution
- Examine leadership in the team context
- Enhance capabilities to be a good team player, both as a member and as a leader
- Understand how cultural contexts, globalization, and telework affect team dynamics

### 3. Assessment

Class Participation	20%
<u>Individual Assignment</u>	
▪ Quiz 1	10%
▪ Quiz 2	10%
▪ Reflection Paper	20%
<u>Group Project</u>	
▪ Presentation	15%
▪ Report	25%

#### 4. Schedule and Outline

Session	Date	Session	Recommended Textbook Readings
1	16 Aug	Introduction to Groups and Teams	Chapter 1
2	23 Aug	Team Design and Composition	Chapter 2
3	30 Aug	Team Effectiveness	Chapter 4, 5
4	6 Sep	Communication and Shared Knowledge	Chapter 6
5	13 Sep	Decision Making and Conflict resolution	Chapter 7, 8
Recess Week			
6	27 Sep	Team Creativity <i>Quiz 1</i>	Chapter 9
7	4 Oct	Leadership in Teams	Chapter 3
8	11 Oct	Rewarding Teams	Appendix 1
9	18 Oct	External Relationships of Teams	Chapter 11
10	25 Oct	Global and Virtual Teams <i>Quiz 2</i>	Chapter 12, 13
11	1 Nov	Final Group Presentation	
12	8 Nov	Final Group Presentation	
13	16 Nov*	Group Consultation	

\*This is a make-up class for the first class that we missed because of National Day (9 August). The date is tentative, and we will finalize the date as a class on 17 August.

#### 5. General Guide & Reading

We will learn through a combination of tools, self-assessment inventories, readings, and discussions. You will also work with a group on various tasks throughout the semester. We will use the following textbook for the course:

Thompson, L.L. (2018). *Making the Team: A Guide for Managers*, 6th Edition. Pearson. ISBN-13: 9780134484204 • ISBN-13: 9780134484952

#### 6. Individual Reflection Paper

This reflection paper is an opportunity for you to pen down your thoughts and analysis about what you have learned, read, observed, and experienced throughout the semester. You can reflect on how you and your team collaborated and performed (during in-class activities or outside-class meetings) and analyse them using the course concepts. You can write about the challenges you face in team settings and how you have learnt (or still struggling) to be a better team member. You can write about how you would do things differently. You can also write about an article on teams that you have read and generate interesting thoughts, questions, or ideas about it. *There is no restriction on the content, as long as the reflection is related to groups and teams.* The key is to focus on a *critical analysis* rather than a description of the reflection.

You are advised to take down short notes as and when you have a thought (instead of starting the reflection paper at the last minute) so that your reflection can be more comprehensive and meaningful. Treat this reflection paper like a learning journal writing that can aid your growth both as a team member and as a team leader.

### **Specifications & Grading Criteria - 20%**

8-10 double-spaced pages (excluding cover page, references, and appendices), size 12-font, 1-inch margin

- Clarity of writing (10%)
- Organization of thoughts and ideas (20%)
- Relevance and quality of information (20%)
- Depth of personal reflection and/or critique (50%)

## **7. Group Project Information**

The group project is designed to be a practice-oriented inquiry on a topic related to effective team management. Students will work in groups of 4-5 to analyse/evaluate the effectiveness of a Real World (RW) team using course concepts taught across various class topics. After which, the groups will provide logical and useful recommendations for how the RW team can (further) improve their functioning. The steps to proceed are recommended below:

- a) Find a relevant RW team.
- b) Conduct primary (interviews, observations, surveys) and secondary research to analyse the RW team's effectiveness. You can start with a background analysis (e.g., environmental, and organizational context, team design, and composition), followed by the strengths and weaknesses of the team, and an evaluation of the overall effectiveness of the team. The emphasis is on *thoughtful and critical analysis*.
- c) Provide logical and useful recommendations to (further) improve the team's functioning

### **Group Report Specifications & Grading Criteria - 25%**

12-15 double-spaced pages (excluding cover page, references, and appendices), size 12-font, 1-inch margin

You should include a cover page with group members' names and matric number on the first page. A designated folder for submission on LumiNUS will be available from 1 November. Please upload the final group project report latest by 9 November, at 5 pm.

- Clarity of writing & organization of thoughts & ideas (20%)
- Application of course concepts (20%)
- Research and evidence (30%)
- Analysis, critique & recommendation (30%)

### **Presentation Specifications & Grading Criteria - 15%**

20-minute presentation; 5-minute Q&A

Preferably, all group members must be present on the day of the presentation. If anyone is going to be not present, you must have a valid reason that you need to discuss with Noriko.

The formats of the presentation are flexible (e.g., a presentation with slides, videos, skits, talk shows, games). Students should be reminded that the formats they choose should facilitate the effective delivery of their project topics.

- Clarity and effectiveness of presentation (30%)
- Depth of analysis (30%)
- Innovativeness of presentation (20%)
- Adding value to audience learning and understanding of the topic (20%)

## 8. Academic Honesty & Plagiarism

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism. Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In case of any doubts, you should consult your instructor.

### **Additional guidance is available at:**

- [Administrative Policies](#)
- <http://www.nus.edu.sg/registrar/administrative-policies-procedures/acceptance-record#NUSCodeofStudentConduct>
- <http://nus.edu.sg/osa/resources/code-of-student-conduct>