

Course Code : MNO 3715
Course Title : Leading Groups and Teams
Class Date : From 15/1/2024 To 19/4/2024
Semester : Semester 2, Academic Year 2023/2024
Faculty : Dr. Noriko Tan
Department : Management & Organisation
Office : BIZ 1 #08-36 (consultation by appointment)
Class : Friday, 12:00 –3:00pm, BIZ1 02-04

1. Course Description

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 course, 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 about by the recent pandemic.

2. Course 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. 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: 9780134484952 • (ebook) ISBN: 9780134484204

OR

- Thompson, L.L. (2015). Making the Team, Global Edition, 5th Edition. Pearson. ISBN: 9781292060781 • (ebook) ISBN: 9781292070346

4. Assessment

Individual Component

Class Participation	20%
Quiz	15%
Reflection Paper	20%

Group Component

Group Project	45%
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Details of Grading Components

Class Participation (20%)

Students are expected to participate actively in the sessions by asking thoughtful questions, making insightful comments, challenging assumptions, providing examples, and building on others' ideas.

Grading of class participation will reflect the instructor's assessment of your consistency and quality of contributions to learning throughout the semester. The following criteria will be used to evaluate class participation:

<i>Level of Performance</i>	<i>Criteria</i>
Need Improvement	<ul style="list-style-type: none">▪ Absent▪ Does not respond or participate in discussions and activities▪ Demonstrates passive or very infrequent involvement
Fair	<ul style="list-style-type: none">▪ Prepares for lessons and shows understanding of topic▪ Contributes general comments, rephrases what has been shared, participates in class discussions and activities▪ Demonstrates some level of involvement
Good	<ul style="list-style-type: none">▪ Prepares well for lessons: provides thoughtful comments with relevant points▪ Frequently participates in discussions and activities▪ Demonstrates value-added and consistent involvement
Excellent	<ul style="list-style-type: none">▪ Prepares fully for lessons: offers insightful perspectives, experiences, or reflections▪ Always participates in discussions and activities▪ Asks thoughtful questions▪ Demonstrates significantly impactful and very active involvement

Quiz (15%)

The quiz tests your understanding of and ability to work with course concepts and frameworks. The quiz covers the subject matter from class and assigned readings. The exact details of the quizzes will be discussed in class.

Reflection Paper (20%)

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 are to identify **three** topics from the course that you can resonate with. For each topic of study, you can include, among other things, the thoughts that go through your mind about what you have learned, reflections on what you experienced or observed, and the insights gained. Specifically, you can reflect on the process through which you and your team collaborated and performed (during in-class activities or outside-class meetings). You can also reflect on the

challenges you face in team settings and how you have learned (or still struggling) to be a better team member.

It is important that you take an analytical approach in this exercise, meaning that you should be able to comment on or evaluate your learning, experiences, or observations, any emerging insight gained, the impact on you (your beliefs, values, behavior, attitudes, etc), assess what further learning opportunities you require, and whether you or your team could have done things differently on hindsight or would you act the same way in future in your personal or professional life and why.

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.

Group Project (45%)

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

5. Overview of Topics and Readings for each Week

Week	Topics and Readings
1 (19 Jan)	Introduction to Groups and Teams
2 (26 Jan)	Team Design and Composition
3 (2 Feb)	Team Effectiveness
4 (9 Feb)	Communication and Shared Knowledge
5 (16 Feb)	Decision Making and Conflict resolution
6 (23 Feb)	Team Creativity
Recess Week	
7 (9 Mar)	Leadership in Teams
8 (15 Mar)	Rewarding Teams
9 (22 Mar)	External Relationships of Teams
10	No lesson: Good Friday Public Holiday

(29 Mar)	
11 (5 Apr)	Global and Virtual Teams
12 (12 Apr)	Final Group Presentation
13 (19 Apr)	Final Group Presentation

6. 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>