



**MAN 3046, Team & Group Processes**  
**Spring 2020, 3 Credit Hours**  
**Tuesdays (CRN 11179 only) / Thursdays (CRN 11181 only)**  
**10:30 – 11:45am, Merwin Hall 205**  
*Hybrid Course: Additional online activities required*  
*This course includes an integrated service learning requirement.*

**Instructor:** **Dr. Jennifer Manegold, PhD**  
Assistant Professor & Interim Department Chair, Management Department

**Phone:** 239-590-7385 (office)

**Email:** [jmanegold@fgcu.edu](mailto:jmanegold@fgcu.edu)

**Office Location:** Lutgert Hall room 3308

**Office Hours** Tuesdays & Thursdays (1:00pm – 3:30pm)  
I am also available to communicate via email or by appointment.



This Scholarly-Enriched Course has been designed to teach specific course content, which will include the production of scholarly work that utilizes writing, critical thinking, and information literacy.

***My Background:***

Dr. Jennifer Manegold is an Assistant Professor and Acting Department Chair for the Management Department in the Lutgert College of Business at Florida Gulf Coast University. She holds a Ph.D. degree in Management from the University of Texas at Arlington, with an emphasis on Organizational Behavior and a minor in Statistics. She has also earned an MBA in Management, and a Bachelor of Arts degree with a double major in Communication and English. Dr. Manegold's research focuses on counterproductive work behavior, organizational justice, human resources policy access and usage, and the study of effective mentoring relationships. She has published in academic journals such as the Journal of Business Ethics, Human Resource

Management, and the Human Resource Management Journal. She was recently a contributing author in the Handbook of Justice in Work Organizations. She has presented her work at numerous academic conferences, and is an active member of the Academy of Management, the Southern Management Association, and Beta Gamma Sigma International Business Honor Society. Dr. Manegold's teaching experience includes Team and Group Processes, Organizational Ethics, Ethical Issues in Business, Organizational Behavior, and Principles of Management.

### ***Teaching Philosophy:***

Active learning challenges students to solve problems using a combination of cognitive and affective skills, while allowing students to experience the different viewpoints of their classmates in a safe and positive environment. Active learning focuses the responsibility of learning onto the learners. It centers on skill development and requires students to do something that involves higher-order thinking, while also placing an emphasis on the exploration of personal attitudes, values, and beliefs. I believe this is an important skill set in the modern business world, where the line between ethical and unethical behavior can be blurry, and each individual is expected to take responsibility for his or her own career path and work-related decisions. Therefore, fostering an active-learning environment is central to my delivery of course material. In particular, I am an advocate of team-based learning (TBL), a type of active learning that includes the formation of permanent student teams that work together throughout the semester, with regular interaction and engagement in course material involving. TBL is learner centric, but highly structured, with both individual and group accountabilities built into the curriculum. In addition to providing an engaging and active learning environment, it is critical for an instructor to connect the relevance of course materials to their students' future careers. In light of research detailing the existence of a research/practice gap, I believe this is especially important for business students. Evidence-based management has been cited as one way to address the research-practice gap. This technique can be fostered in the classroom (and in organizations) by creating a culture of decision-making that is based on evidence from research, analyzing the cause and effect connections that occur in professional practice, and utilizing information-sharing communities. I design course activities that encourage discussion around practical solutions for problems encountered in a business environment, with the goal of fostering more effective performance in the classroom and the workplace. Finally, there have been several influential professors throughout my college career that helped to shape the direction I have taken in my professional life. The selfless act of giving that these mentors modeled for me helped to shape my own personal philosophy to be centered around a servant leader approach to classroom management. Robert Greenleaf asks, "Do those served grow as persons? Do they, *while* being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants?" My hopeful answer to this question is a resounding yes. I believe that being a servant leader in the classroom requires creating and sustaining faculty-student relationships with a shared sense of purpose and accountability through the promotion of fairness in decision-making, interdependence in the learning process, and building a sense of community and belonging. In sum, I strive to:

- Encourage a collaborative learning environment through student-centered active learning
- Connect classroom concepts to problems faced in the real world of business
- Demonstrate servant leadership to students through my actions

## **A. COURSE DESCRIPTION**

*“Introductory course on the theory and practice of leading, managing, and functioning in teams and groups. The focus of the course will be on building high performance teams and recognizing and resolving conflicts among team members”. 3 Credit Hours*

**Prerequisite:** MAN 3025

College of Business Curriculum Placement: This is a required course for all Management majors and Management minors.

### **Service Learning:**

A significant part of this course will involve your participation in a team-based service learning project. Students will work in small groups to meet identified needs of a non-profit, not-for-profit, or government agency through direct and indirect service, advocacy, and community outreach.

## **B. KEY TOPICS COVERED IN THIS COURSE**

- Foundations of team behavior
- Team-based project management
- Team culture and values
- Perception and Communication
- Personality, Attitudes, and Behavior
- Creativity & Team-based decision making
- Conflict resolution in teams
- Diversity
- Virtual teams

## **C. TEXTBOOK AND READINGS**

**Griffith, B.A. & Dunham, E.B. (2015).** *Working in Teams: Moving from High Potential to High Performance.* Thousand Oaks, CA: Sage.

ISBN: 1452286302

ISBN13: 9781452286303

**Lencioni, P. (2002).** *The Five Dysfunctions of a Team: A Leadership Fable.* San Francisco, CA: Jossey-Bass.

ISBN 9780787960759

*Additional readings/articles may be posted in CANVAS under Modules, for each week's topics.*

**D. CLASS OVERVIEW**

A vital part of management in today’s business environment is the understanding and management of the organization’s teams and groups. This course is designed to provide you with an introduction to the essential foundations of team and group dynamics. Course materials and activities will provide in-depth, experiential explorations of the variables related to effective and productive social interaction. Students will study current theory and apply that to the development of the skills necessary to create, manage and participate in effective, productive teams.

**GRADING SCALE:**

<u>Course grades will be based on the following criteria:</u>		
975 - 1000 points = A	925 - 974 points = A	900 - 924 points = A-
875 - 899 points = B+	825 - 874 points = B	800 - 824 points = B-
775 - 799 points = C+	725 - 774 points = C	700 - 724 points = C
600 - 699 points = D	< 600 points = F	

**Assignments & Grading:**

- More details about each assignment will be provided in posted documents on CANVAS, and/or through CANVAS announcements.
- See the last two pages of the syllabus for a complete list of readings, assignments and due dates.

**Assignment Points Allocation:**

<i>Assignment:</i>	<i>Points:</i>
Attendance verification	5
Discussions / Participations	100
Quizzes	85
Bi-weekly article summaries	90
Homework	90
Five Dysfunctions Paper	90
Team Proposal/Contract	90
Team Final Paper	75
Team Final Presentation (virtual)	75
Team Process & Participation	50
CATME Peer Review	25
Midterm Exam	100
Final Exam	125
<b><i>TOTAL</i></b>	<b><i>1,000</i></b>

**Introduction and Confirmation of Attendance:** Each student will upload a single PowerPoint slide to the designated drop box on Canvas. Instructions are provided on Canvas. This assignment is due before class starts on Tuesday, January 7<sup>th</sup> (CRN 11179) or Thursday, January 9<sup>th</sup> (for CRN 11181). Note that all faculty members are required to confirm a student’s attendance for each course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. The confirmation of attendance is required for all

students, not only those receiving financial aid. Failure to complete this assignment on time will also detract from your participation grade.

**Canvas Discussion Questions for Each Module:**

As a hybrid course, this course contains numerous significant class activities. Your participation and attendance, by regularly monitoring and contributing to posted discussion forums, are of the utmost importance. Therefore, all students are expected to initiate and actively participate in virtual class discussion on the assigned readings and topics of interest. The instructor will serve as an observant and sometimes a facilitator / evaluator. Online participation in class activities is expected and will be graded (you are responsible for advising the instructor by email of the reasons for any extended absences in advance).

**Exams:** Exams will be a combination of multiple choice and short-answer/essay questions. Please see course calendar for exam dates. The first exam (midterm) will count as 100 points; the final exam is worth 125 points.

**Team Project:** Student teams will collaborate with a local agency/organization to develop and complete a significant service learning project. Teams will present their findings to the class and turn in a final paper. More guidelines for the team project will be handed out separately.

Your team project will contain the following components:

- Team written proposal / contract 90 points
- Final team paper 75 points
- Final team presentation (virtual) 75 points
- Team process and participation 50 points

**Five Dysfunctions of a Team:** Each student will complete a case study analysis based on Lencioni’s book, Five Dysfunctions of a Team. More detailed guidelines for this assignment will be available on Canvas.

**Bi-weekly article summaries:** Every other week, you will be required to conduct independent research to find a peer-reviewed journal article related to relevant course topics. You will prepare a brief summary of your article and submit this summary through CANVAS. More details will be provided during the first week of class.

**Homework & Peer Reviews:** Students will complete team-based homework assignments covering specific class topics throughout the semester. These assignments will be posted on Canvas. At the end of the semester, you are required to submit an on-line peer review of your team members, using the CATME instrument (Comprehensive Assessment of Team Member Effectiveness). Detailed instructions for this will be available soon. Points for CATME will be based on (1) your completion of the CATME survey, and (2) peer feedback from the CATME surveys.

**Participation and Attendance:** Participation and consistent attendance is mandatory (and essential in this course, given the team-structure that will be utilized throughout the semester. Participation points may be awarded through in-class activities, homework assignments, and group

discussions. I will keep track of your overall contributions to our discussions. This also includes the quality of your participation with your team and the preparation of your team deliverables.

Attendance policy - I will take attendance in this course at every on-campus class session. Your attendance will affect numerous aspects of your grade, including the team project, your overall participation grade, and your in-class team presentations and assignments.

*Students who are dropped from this course by the University for nonpayment of tuition and/or fees are still responsible for completing all course activities and assignments by the deadlines stated in the course syllabus and associated handouts while they work on reinstatement to this course.*

**Honors Credit:** Students wishing to earn Honors Credit in this class will need to notify me of this during the first week of classes. Depending on the number of students who express an interest, your team in this class may consist of other students who are also pursuing honor's credit. Students wishing to earn Honors Credit in this class will successfully complete the following activities:

- Additional contributions to the team-based project (which your professor will help to individualize, depending on your community partner's needs not to exceed more than 5 hours of additional work beyond the team's total service hours contribution.
- In lieu of the paper assignment provided to the class on the Five Dysfunctions of a Team, Honors students will complete a 10-page research paper on team processes. Additional details for this assignment will be provided in Canvas.

**Make-Ups:** Make-up exams/assignments will only be given when non-attendance or non-completion is due to situations out of your control, provided that there is proper documentation (e.g., police report, doctor's note, FGCU athletic travel). If you feel that a make-up exam is warranted, please contact the professor before the exam is scheduled if at all possible. A missed exam without approved documentation and/or without proper communication with the professor will result in a grade of zero. Please note that unannounced in-class assignments or exercises cannot be made up.

**Policy for late work:** All papers / assignments should be turned in on the designated due date. Late papers, and papers not in the right format, will receive a 5-point deduction if they are turned in one-day late. Each subsequent day will receive an additional 10-point deduction. No exceptions.

**Cheating:** As a matter of policy, anyone engaging in academic dishonesty (cheating) will receive an automatic grade of F on the assignment in question, and the instructor also reserves the right to award a failing grade for the class overall.

## E. LEARNING OUTCOMES & ASSESSMENT

The Department of Management creates an environment that enables students to develop managerial knowledge and leadership skills, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; (2) identify, understand, and implement positive solutions to organizational issues; and (3) build leadership capabilities to effectively manage organizational change in the global environment.

<b>Lutgert COB Learning Goals &amp; Outcomes</b>	<b>Management Learning Objectives</b>	<b>Course Learning Objectives (measurable)</b>	<b>Assessment Methods</b>
<p><b>Be effective communicators</b></p> <ol style="list-style-type: none"> <li>1. Deliver effective oral presentations</li> <li>2. Prepare effective written reports</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate effective professional communication skills</li> <li>2. Work effectively in diverse teams</li> </ol>	<p>Describe and utilize team communication models and technologies.</p> <p>Gain knowledge regarding team leadership and ways of dealing with team conflict,</p>	<p>Team presentations</p> <p>Exams</p> <p>Individual papers</p>
<p><b>Be effective problem solvers</b></p> <ol style="list-style-type: none"> <li>1. Solve business problems using analytical tools</li> </ol>	<ol style="list-style-type: none"> <li>1. Solve management problems using analytical tools</li> </ol>	<p>Formulate and solve team development problems using a system approach.</p>	<p>Team projects</p> <p>CATME* peer evaluations of team-member contributions</p>
<p><b>Understand the business environment</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of ethical issues</li> <li>2. Demonstrate knowledge of global factors influencing business.</li> <li>3. Explain the importance of environmental responsibility.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze ethical and CSR issues as they apply to management.</li> <li>2. Demonstrate knowledge of global factors influencing business</li> </ol>	<p>Define the importance of teams in businesses and in the global society.</p> <p>Understand the impacts of geographic dispersion and group (including issues of diversity, cultural differences, ethical understanding, and environmental characteristics.</p>	<p>Exams</p> <p>Team projects</p>
<p><b>Have interdisciplinary business knowledge</b></p> <ol style="list-style-type: none"> <li>1. Understand main concepts &amp; definitions in accounting, economics, finance, information systems management, marketing and operations management.</li> <li>2. Integrate knowledge across business disciplines</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrate key management theories and practices</li> </ol>	<p>Apply team building theories and models to the formation and management of virtual and non-virtual working groups.</p> <p>Give examples of the characteristics of effective teams</p>	<p>Exams</p> <p>Team presentations</p> <p>Team projects</p>

## **F. COMMUNICATION PLAN**

One of the most challenging aspects of distance education is to provide students who are not on campus with experiences that are equivalent to those of a student in a traditional classroom. We will utilize the course CANVAS website throughout the semester as our classroom. Course announcements and changes to the syllabi will also be posted on the CANVAS website. Please visit this site frequently throughout the semester. You will be responsible for this content. Students are encouraged to visit FGCU's Technical Support site to learn more about how to be successful in a hybrid course environment and to assess their distance learning readiness. A link to this site is provided in CANVAS, under modules.

### *CANVAS ANNOUNCEMENTS:*

I will regularly post announcements on CANVAS to communicate timely and essential information about the course. **PLEASE MAKE SURE YOU CHECK CANVAS FOR ANNOUNCEMENTS.** It is your responsibility to be up-to-date with this information. Please also be aware as to whether or not CANVAS announcements are automatically forwarded to your email address.

Please make sure you use CANVAS email to communicate with the instructor.

Please contact me via CANVAS email at any time, should you have questions or concerns related to the communication policies in this course.

## **G. ACADEMIC BEHAVIOR STANDARDS AND ACADEMIC DISHONESTY**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the “Student Code of Conduct” and “Policies and Procedures” sections in the Student Guidebook. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>.

## **H. UNIVERSITY NONDISCRIMINATION STATEMENT**

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC’s phone number is (239)745-4366; the OIEC email address is [OIEC@fgcu.edu](mailto:OIEC@fgcu.edu).

## **I. DISABILITY ACCOMMODATIONS SERVICES**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP)



239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

### **J. COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)**

CAPS provides free counseling and therapy services (including psychiatry) to all FGCU students. Please walk in to the second floor Howard Hall office any weekday between 8:30 and 4:30 to schedule an initial contact appointment. Visit the CAPS website at [www.fgcu.edu/caps](http://www.fgcu.edu/caps) for more information. CAPS offers a 24/7 Helpline at [\(239\) 745-3277](tel:(239)745-3277) (EARS).

### **K. STUDENT OBSERVANCE OF RELIGIOUS HOLIDAYS**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

### **Weekly Workload:**

While an effort has been made to balance the workload throughout the course, as in the real world, there will be periods of time during the semester when the workload is greater. Therefore, it is recommended that you review this syllabus carefully and plan your time accordingly. For this course you should expect on average to spend an additional 1 to 2 hours per credit hour preparing outside of class each week. Therefore, for this 3-credit hour course you should expect to spend 2.5 hours in class each week and an additional 3- 6 hours outside of class reading course materials and preparing for course assignments and tests. Total time per week for this course will be between 5.5 to 8.5 hours per week averaged across the semester.

### **Course Website:**

We will be using the course CANVAS website throughout the semester for posting course announcements, syllabi changes, and additional learning resources. You will need to visit this site regularly throughout the semester.

### **Technology Policy:**

Technology is an essential part of today's learning environment. With the increasing use of technology, the need for the responsible use of such technology has likewise increased. Most FGCU students have, at some point, sat next to students who used their laptops, iPhones (or other cell phones), iPads, or PDAs in class to check e-mail, talk to friends, text message, search

MAN 3046 – Spring 2020

the internet or play on-line games. Unfortunately, every person sitting around these students is distracted by this behavior and classroom learning decreases. As a result of these distractions, we will implement the following policy: *Students are prohibited from video recording and/or audio recording classes. Student use of laptops and/or tablets for class-related purposes, such as for taking notes or using a course eBook (if one is available) is allowed, but these devices can only be used with their communications systems (e.g., Wi-Fi, Bluetooth, cellular, etc.) turned off. All other technology use including, but not limited to smart watches, cell phones, pagers, iPods, gaming devices, or using laptops and tablets for reasons other than approved class-related purposes, is prohibited.*

**If you have any special circumstances that would require other uses, please come see me.**

**PLEASE SEE NEXT PAGE FOR ASSIGNMENT DUE DATES.**

**L. COURSE CALENDAR & ASSIGNMENT DUE DATES**

<u>ASSIGNMENT*</u>	<u>DUE DATE</u>
• Verification of Attendance: Introduce Yourself Slide	<b><i>Due prior to first class</i></b> <b>1/7 for CRN 11179 &amp;</b> <b>1/9 for CRN 11181</b>
• Article Summary #1	<b>January 23</b>
• Team Homework Assignment #1	<b>January 28</b>
• Teams Attend Service Learning Fair	<b>January 29</b>
• Quiz #1	<b>January 30</b>
• Article Summary #2	<b>February 6</b>
• Team Homework Assignment #2 (Team Contract)	<b>February 11</b>
• Quiz #2	<b>February 13</b>
• Team Proposal Slides	<b>February 18</b>
• Team Written Proposals	<b>February 21</b>
• Team Homework Assignment #3	<b>February 25</b>
• CATME Peer Review I	<b>February 28</b>
• Midterm Exam	<b>March 12</b>
• Quiz #3	<b>March 24</b>
• Article Summary #3	<b>March 26</b>
• Team Homework Assignment #4	<b>April 7</b>
• Quiz #4	<b>April 9</b>
• Article Summary #4	<b>April 14</b>
• Five Dysfunctions Paper	<b>April 16</b>
• Team Final Presentations	<b>April 21</b>
• CATME Peer Review II	<b>April 24</b>
• Team Final Paper / service form / meeting log	<b>April 28</b>
• Final Exam	<b>Week of 4/27</b>
• Team Process & Quality / Participation	N/A (applies to whole term)
• CANVAS Participation (includes Discussions)	N/A (applies to whole term)

***PLEASE SEE NEXT PAGE FOR EACH WEEK'S TOPICS / READINGS***

**\*\*\*ON CANVAS, make sure you review the assignments, activities, and required readings for each week... UNDER MODULES\*\*\***

**MAN 3046 Team & Group Processes Calendar (Spring 2020)**

Date	Agenda
Week 1 1/6 – 1/10	Introductions / Team formation
Week 2 1/13 – 1/17	Service Learning, and finding your community partner  Foundations of Team Behavior: Read Chapter 1
Week 3 1/20 – 1/24	Virtual Teams: Read Appendix on Virtual Teams
Week 4 1/27 – 1/31	Project Management: Read Chapter 9
Week 5 2/3 – 2/7	Personality and the Big 5: Read articles posted on CANVAS  Read through Part 1 of <i>Five Dysfunctions</i> (pp. 1-26)
Week 6 2/10 – 2/14	Culture and Values: Read Chapter 2
Week 7 2/17 – 2/21	Proposal Presentations Week
Week 8 2/24 – 2/28	Interpersonal Dynamics & Conflict: Read Chapter 3  Read through Part 2 of <i>Five Dysfunctions</i> (pp. 27-114)
3/2 – 3/6	<i>Spring Break – No Classes</i>

Week 9 3/9 – 3/13	Leadership, Power & Influence: Read Chapter 4
Week 10 3/16 – 3/20	Communication & Perception: Read Chapter 5  Read through Part 3 of <i>Five Dysfunctions</i> (pp. 115 - 170)
Week 11 3/23 – 3/27	Decision-Making: Read Chapter 6
Week 12 3/30 – 4/3	Attitudes & Happiness: Read materials posted on CANVAS  Read the remainder of <i>Five Dysfunctions</i> (pp. 171 - 225)
Week 13 4/6 – 4/10	<i>Five Dysfunctions of a Team Week</i>
Week 14 4/13 – 4/17	Creativity & Innovation: Read Chapter 7
Week 15 4/20 – 4/24	Diversity: Read Chapter 8

\*\*\* Please note that this course calendar is subject to change. If changes are made, I will provide notice in class and on Canvas. \*\*\*