



MAN 3046, Team & Group Processes, CRN 11180

Meeting Times: Virtual (online)
Spring 2020, 3 Credit Hours

Instructor: **Dr. Bryan S. Schaffer, PhD**

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Office Location: Lutgert Hall room 3342

Office Hours In-person office hours: Tuesday & Thursday (10:30 am – 1:00 pm)
I am also available to communicate via email or *CANVAS Chat*. Use the email address above to request this.



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:

Professor Schaffer started teaching at FGCU in 2014. From 2003 to 2014, he was at the University of North Carolina Asheville as an Associate Professor and Chair of the Department of Management and Accountancy. His teaching experience is quite extensive and includes courses in *Organizational Behavior, Principles of Management, Leadership, Organizational Development & Change, Ethics & Social Responsibility, Human Resource Management, Teams, and Strategic Management Simulation Lab*. Dr. Schaffer received a PhD in Organizational Behavior and Human Resources Management from the University of Georgia. His research interests cover an array of topics, such as workplace diversity, leadership, motivation, occupational wellness, and team dynamics. Dr. Schaffer has published in peer reviewed journals

and proceedings, and has presented his work at various national academic conferences. He is a member of the Academy of Management, the American Psychological Association, and the Southern Management Association. Prior to his life in academia, Dr. Schaffer held numerous supervisory and management positions with the Pillsbury Company, Avon Products, Inc., and McMaster-Carr Supply Company.

Teaching Philosophy:

I whole-heartedly believe that online teaching is an engaging process that is altogether dynamic, ever-changing and student-focused. The role of a faculty member is multifaceted and includes being an instructor, a facilitator, an advisor, a coach and a mentor. My teaching philosophy focuses on the themes of integral faculty-student interaction, discourse, critical thinking and interdisciplinary applications. In large part, my approach to this philosophy is centered as much (if not more) on students' learning as it is on my own teaching. My online pedagogy includes continuous and reciprocal feedback between students and instructor, allowing for the ongoing assessment of fundamental learning goals.

I place a great deal of importance on discussion and interactions in my online course. For each module or topic, I start with general, but thought-provoking, questions. I draw from my own experiences, as well as the students' experiences, to encourage ideas and to generate discussion and questions. While essential theories are embedded in my course designs, this process of inquiry allows students to arrive at the themes organically. I incorporate time for reflection and feedback at the end of each module, encouraging students to revisit the main concepts and to relate them back to paths that took us there.

I strongly believe that students must be engaged and active in their online learning. I encourage them to express ideas and to respectfully critique each other's comments and work. Genuine learning is achieved through enthusiastic participation in multiple facets of the class, including discussion posts, peer-review of each other's work, assessment of team process, inquiry and reflection. This combination of activities represents the essence of critical thinking in the online platform, something that I consider to be a learned skill and a key component of outstanding online education.

I also feel that no matter what the subject matter, education should have a meaningful level of interdisciplinary thread. In all of my courses, I weave in patterns of globalization, ethics and sustainability, technology, and diversity and inclusion. My students explore how such significant themes relate to the specific course content. I enjoy opportunities to bridge disciplines whenever possible.

In summary, I take pride in providing students with the inspiration to pursue their academic and life goals. I encourage them to take ownership of their online education, to participate in the course, using its resources to think critically about their place in the world, and to prepare themselves for the key issues they will face as future leaders and agents of sustainable change.

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.

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 CANAVS, 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
<i>TOTAL</i>	<i>1,000</i>

Canvas Discussion Questions for Each Module:

This course contains numerous significant class activities. Although the class is conducted online, 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. In addition, it is anticipated that the student will apply his/her own professional and/or academic experiences to the discussion and critical evaluation of the course material. Online participation in class activities is expected and will be recorded (you are responsible for advising the instructor by email of the reasons for any extended absences in advance).

The characteristics of a valuable on-line discussion contribution are as follows:

- **Relevance:** Are your comments clearly related to the articles, readings, or cases and to the comments of others? Does your comment stick to a subject or does it wander?
- **Advancement:** Does your comment move the discussion forward? Does it take the discussion farther and deeper than previous comments or does it reiterate past comments?
- **Fact-based:** Have you used specific facts to support your analysis or do they leave open other interpretations?

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 on Friday, January 10. 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.

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:

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| • 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: Please see separate policy regarding participation (team-based and individual).

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.

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.

Lutgert COB Learning Goals & Outcomes	Management Learning Objectives	Course Learning Objectives (measurable)	Assessment Methods
<p>Be effective communicators</p> <ol style="list-style-type: none"> Deliver effective oral presentations Prepare effective written reports 	<ol style="list-style-type: none"> Demonstrate effective professional communication skills Work effectively in diverse teams 	<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>Be effective problem solvers</p> <ol style="list-style-type: none"> Solve business problems using analytical tools 	<ol style="list-style-type: none"> Solve management problems using analytical tools 	<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>Understand the business environment</p> <ol style="list-style-type: none"> Demonstrate knowledge of ethical issues Demonstrate knowledge of global factors influencing business. Explain the importance of environmental responsibility. 	<ol style="list-style-type: none"> Analyze ethical and CSR issues as they apply to management. Demonstrate knowledge of global factors influencing business 	<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>Have interdisciplinary business knowledge</p> <p>1. Understand main concepts & definitions in accounting, economics, finance, information systems management, marketing and operations management.</p> <p>2. Integrate knowledge across business disciplines</p>	<p>1. Integrate key management theories and practices</p>	<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>
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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 distance-learning course 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. I will respond to emails within 24 hours.

The course calendar will be included in the syllabus, and will be posted separately in Modules.

Discussion boards will be a regular part of this course, and will be used as a vehicle for students to communicate with each other. I will provide specific prompts for weekly discussion posts. However, you may use these posts to offer ideas, thoughts, feedback, and insights related to course materials.

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.

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 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.

L. COURSE CALENDAR & ASSIGNMENT DUE DATES

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

(SEE NEXT PAGE)

<u>ASSIGNMENT*</u>	<u>DUE DATE</u>
• Verification of Attendance Assignment	January 10
• Article Summary #1	January 24
• Team Homework Assignment #1	January 29
• Quiz #1	January 30
• Article Summary #2	February 7
• Team Proposal	February 9
• Team Contract	February 9
• Team Homework Assignment #2	February 12
• Quiz #2	February 13
• Article Summary #3	February 21
• Team Homework Assignment #3	February 26
• CATME Peer Review I	February 28
• Midterm Exam	March 13
• Team Homework Assignment #4	March 18
• Quiz #3	March 26
• Article Summary #4	March 27
• Team Homework Assignment #5	April 8
• Five Dysfunctions Paper	April 12
• Article Summary #5	April 15
• Quiz #4	April 16
• Team Final Presentation (virtual)	April 20
• CATME Peer Review II	April 24
• Team Final Paper	April 27
• Final Exam	Week of 4/27
• 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**

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
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	Introduction to Teams: Read Chapter 1
Week 6 2/10 – 2/14	Personality and the Big 5: Read articles posted on CANVAS Read through Part 1 of <i>Five Dysfunctions</i> (pp. 1-26)
Week 7 2/17 – 2/21	Team Design: Read Chapter 2
Week 8 2/24 – 2/28	Interpersonal Dynamics & Conflict: Read Chapter 3 Read through Part 2 of <i>Five Dysfunctions</i> (pp. 27-114)
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</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 ample notice.*

Credit Hours/ Weekly Hour Workload

For this course, you should expect on average to spend 2–3 hours per credit hour preparing outside of class each week. Therefore, for this 3-credit hour course, you should expect to spend 6-9 hours per week reading course materials and preparing for course assignments (on average) throughout the semester.