

**MGMT 3840-01**  
**Managing Work Teams**  
**Winter, 2020**  
**(Pigott 202; 12:30-1:55pm; M/W/F)**

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Office Hours: by appointment  
Class Website: located at <https://seattleu.instructure.com/login> (CANVAS)

## I. INTRODUCTION

### **Did you know...**

...teams have their *own* personalities and qualities? And, these team qualities noticeably influence the team's members?  
...teammate interactions during the *first minutes* of a team's life have lasting effects?  
...managers and leaders of teams often have only 2 (*maybe* 3) real opportunities to help their teams be more productive?  
...common collaborative experiences, while frequently labeled "team projects," are often *not* real team experiences?

### **Have you ever wondered...**

...why teams are so prevalent in business schools and organizations?  
...what will be expected of you when working in teams after you graduate?  
...how recent changes in business are impacting your future organizational work teams?

## II. COURSE OVERVIEW

### **Course Description:**

This class will explore in depth the nature of organizational work teams, with a specific focus on helping students learn how to manage and lead work teams effectively. Students will also explore the most recent team advances and team challenges. Topics covered will include internal team functioning (such as knowledge sharing, communication strategies, leadership emergence), external team functioning (such as interacting with stakeholders, managing external trends), and recent team designs (such as multi-cultural teams, virtual teams, cross-functional teams). Skills gained in this class used to become a more effective, positive, and influential team member or leader across a variety of professional, personal, and academic environments.

### **Course Setup:**

Students will frequently work on tasks as small teams during class sessions. There will not be a long-term "team" project assignment outside of class. The format of the course will consist of a variety of teaching methods, including lecture, discussions, hand-on experiences, videos, short case analyses, etc. This will be a highly interactive and dynamic course. Student success and progress will be measured by quizzes, homework assignments, a final project, and class participation.

**Required Text & Readings:**

- *Leading Teams: Setting the Stage for Great Performances* (by J. Richard Hackman; Harvard Business School Press; 2002) (Approx. \$30 retail, available at our book store, or outside vendors)
- *A selection of interesting and thought-provoking readings available via links on CANVAS*

**Course Objectives & Learning Goals:**

The purpose of this course is to introduce you to the study of teams. More specifically, the learning goals of this course are to:

1. Demonstrate an understanding of the fundamental theories of teams research and the implications of these theories to your real-life teams;
2. Demonstrate an understanding of team terminology (basic team concepts/terms) so that you can utilize them in your future classes and jobs;
3. Participate in opportunities to develop and practice interpersonal, leadership, and technical skills necessary for team success; and
4. Demonstrate problem solving and critical thinking skills through the awareness and analysis of recent organizational issues/problems relating to teams.

To achieve the goals established above, the course meetings will be (roughly) structured, combining short lectures, exercises, and class discussions. Reading assignments will provide a basis for both lectures and discussions and **MUST** be completed prior to each class session. Students should come to class prepared to summarize the major points and be able to apply readings to in-class exercises and analyses. Please be aware that students will take high level of responsibility for their own learning and that of others. The instructor will provide guidance.

**III. EXPECTATIONS****Students**

In order to achieve the learning goals, students **MUST** come prepared to participate in active discussion, debate, and problem solving. Therefore, students are held responsible for:

- Completing all reading assignments prior to each class;
- Bringing your book and any additionally assigned readings to each class;
- Actively participating during class discussions and exercises;
- Completing assignments as scheduled to demonstrate and enhance learning; and
- Fostering a climate of respect for other class members and the instructor (be mindful of cell phones, no work for other classes, no sleeping, etc.)

**Instructor**

The instructor's role is to create an environment and provide resources that foster accomplishment of learning goals. This includes:

- Providing applicable reading assignments;
- Leading meaningful lectures, discussions, and exercises related to course materials;
- Treating each student with respect and dignity; and
- Clearly articulating the requirements for course assignments.

#### IV. PERFORMANCE APPRAISAL

##### *Overview of assignments*

ASSIGNMENT	RELEVANT LEARNING OUTCOMES	RELATIVE VALUE	DUE DATE
1. Constructive contribution in class	Outcomes 1,2,3,4	30%	Ongoing
2. Quizzes (9, drop 3)	Outcomes 1,2	30%	Various
3. Individual Paper	Outcome 1,2,3,4	25%	3/18
4. Homeworks (3)	Outcome 1,2,3,4	15%	1/8; 1/31; 3/13

**Grading Scale:** The following grading scale represents minimum grades for given percentages: A = 94% or above; A- = 90-93.9%; B+ = 87-89.9%; B = 84-86.9%; B- = 80-83.9%; C+ = 77-79.9%; C = 74-76.9% and so on.

##### Quizzes (30% of total grade)

These quizzes are designed to help you get the most out of the readings and to prepare for your final paper and homeworks. They also assess your mastery of the technical content required for leading work teams effectively. Quizzes will primarily include 10-12 multiple choice and/or matching type questions, focusing mostly on knowledge recall and application. This means that the questions will focus on definitions, terms, and key concepts (and not on the many illustrative examples provided in the book). Students may drop their lowest 3 quiz grades, but there will be **no make-up** quizzes allowed except in rare extenuating circumstances, subject to my discretion.

The use of notes is allowed for quizzes. Notes must be hand-written and fit on 1 side of a single sheet of paper.

##### Class Participation & Attendance (30% of total grade)

This will be a highly interactive and discussion-based (and fun!) course. Your constructive contributions to class discussions and your ability to listen to others are important elements of the class. Highest points will be awarded to students who not only attend and come on time to all class sessions, but also come prepared for each session, offer insightful and thoughtful questions and comments, and actively listen to their classmates. The extent of learning that can come from our class discussions will amaze you! Your grade consists of (see also Appendix A):

1. **Class participation:** Your constructive contributions to class discussions and your ability to listen to others are important elements of the class. In order to achieve this environment and to meet the learning goals, students are expected to participate in active discussion, reflection, and problem solving. I may at times “cold call” students to solicit contributions and participations to enhance class discussions. You should note that it is the both the quality AND quantity of your participation that counts. In addition, throughout the quarter, there will be numerous interactive exercises in class. Your active participation in these activities will also count towards your class participation grade.

2. **Attendance:** Students are expected to attend and to come on time to all classes. Roll is taken at the beginning of each class period. Please note that material not contained in your readings will be covered during class meetings and you are responsible for such material if you have to miss a class. In the instance that you must arrive late or miss a class for legitimate reasons, you are expected to inform me prior to the class period.

3. **Supporting assignments:** Your class participation grade will also include my assessment of the quality of any supporting assignments you complete. Supporting assignments may include bringing in supplemental material to share with our class, completing online surveys, writing reflection journals and sharing your findings with classmates, creating visual posters/drawings of lessons learned, and providing peer feedback. Whenever possible supporting assignments will be posted to CANVAS in advance. However, please note that often, these assignments grow organically depending upon class interest and pace.

### Individual Paper (25% of total grade)

This project designed to help you become more prepared for the organizational work teams you will likely be asked to join in the not-so-distant future. The task is to **analyze** 1-2 (subject to my discretion) team diagnostic reports and to **report your recommendations** for improving the team's effectiveness. I believe you will find this eye-opening and valuable

Deliverables include a **formal paper** (approximately 5-10 pages, double-spaced) summarizing first, your findings. These findings should include the top strengths of the team, the top areas for improvement, and the areas in which inconsistent or confusing data are present and therefore suggest that additional diagnosis is needed. Then the paper should discuss your top recommendations for improvement. Please state not only what you recommend, but also **HOW** that recommendation can be put into place (that is, lay out some specific steps that need to be taken by the leader and/or the team members). These should include immediate steps that the leader/team members will be now equipped to start doing tomorrow based only reading your report. Your steps, therefore, must be very specific and very actionable (think about it like a recipe or cookbook). If possible, there will be a representative from the team you diagnosed present in class on the day your team report is due. If so, you will have an opportunity to also report out to them verbally your findings and your recommendations.

This is not a team project, but an individual effort. Project milestones will be established throughout the quarter. Some students may be assigned the same report to analyze depending on course enrollment. Details for this assignment will be on CANVAS. See also Appendix B.

### Homework (15% of total grade)

Homework assignments most often consist of short individual-based activities with a brief write-up describing your experience and lessons learned. These are often fun and challenging and help you to build skills and awareness as well come better prepared for our class discussions. There are 3 homework assignments and details are on CANVAS. See the course schedule for dates.

### Team Mini-Assignment (optional extra-credit and lots of fun!):

The goal for this assignment is to find a movie clip\* in which a person or a group of persons is leading a team. Small teams of approx. 3 students will carry this out together. The clip you present should be approximately 3-5 minutes long. Prior to showing the clip to the class, please give us a very short situational introduction of what has happened in the previous part of the film. After showing your clip, please take 2-3 minutes to briefly answer the following questions.

- Using the concepts in our text and readings, is the team a real team? Why or why not?
- Based on the various approaches to teams discussed in your text / readings, what is this leader doing right? What additional actions do you suggest the leader take?

\* Teams must use discretion in picking movie clips – clips that graphic, violent, or otherwise inappropriate for a class setting are not acceptable. Ask me first if you are unsure if the content of your clip is appropriate for class.

#### IV. ADDITIONAL POLICIES

##### *Submitting assignments:*

Unless otherwise noted, all assignments must be submitted to me on CANVAS prior to class time (as instructed). Please adhere to any assignment requirements (e.g., if a paper assignment states a 3 page maximum, I will read and grade only up to 3 pages).

##### *Submitting questions via email or CANVAS:*

Whenever your email or post an online question for me, I ask that you also provide your best guess at the answer to the question along with the question itself. I recognize that you have the question precisely because you aren't sure of the answer, but nonetheless, **still try your best and tell me what you think the answer is and why**. This will enable me to give you much richer and more helpful feedback, and it significantly builds resourcefulness (more about this in class!).

##### *Make-up examinations/quizzes:*

There are no make-up examinations/quizzes, except in the event of extreme and unavoidable circumstances, at my discretion.

##### *Assignment deadlines and extensions:*

Since I block out times in my own schedule specifically for grading your work, I have a policy of not accepting late work. Since I also understand how demanding your work and school and life are as well, I do allow a 1 day-grace period (24 hours). This carries with it a penalty of 1 letter-grade, subject to my discretion.

##### *Course schedule:*

The anticipated course schedule is provided below. However, especially given the nature of this course, at times, changes to the schedule may be necessary and will be communicated to you in advance.

##### *Course data:*

Like many faculty, I treat my teaching – and your learning – as a scholarly endeavor in the hope that I can improve the course each time I teach it. This means that I may use the regular data I gather (your assignments, our communications, my reflection notes on each class) to produce research that can inform not only my own practice, but also that of others through scholarly publications. If I do so, I guarantee that all data will be used anonymously.

*Academic Integrity:*

Academic integrity is expected in this class. Academic integrity means that you are expected to approach all assignments within the letter *and the spirit* of the class rules. These rules exist to maximize the learning experience for all students, preserve the integrity of the class, and to help you practice the high level of integrity expected from business professionals. If you have any doubt about whether anything related to this class meets the standards of integrity, you are expected to disclose the particulars of the situation fully to me.

Academic dishonesty, as defined by university policy, will *not* be tolerated in any form. Activities that constitute academic dishonesty in this course include: (1) copying text/article passages verbatim or paraphrasing those passages in a paper without referencing the original source (including from the internet); (2) consulting those who have already taken MGMT 3840 about assignments before they are due or about exams/quizzes before they are taken; (3) working with non-team members on graded team assignments; (4) using unauthorized materials or resources during examinations and quizzes; and (5) consulting or borrowing unauthorized material with classmates or others when writing individual reflections or papers. If you observe instances of dishonesty, please report them to me immediately. Academic dishonesty cheapens the value of your degree and undermines the quality of your education. University procedures will be used to investigate reported instances of dishonesty.

*Plagiarism:*

Plagiarism and cheating are against university policy. I have a strict policy on both. With respect to plagiarism, if you quote, paraphrase, or summarize the work of others, cite that work appropriately. Anytime you report the findings or opinions of another writer (even if it is in your own words) you must cite the author, title and date of publication. You can cite it within your narrative using parentheses to enclose the information or use endnotes or footnotes. If you have any questions on what constitutes plagiarism please talk to me before you hand in your papers and assignments.

*University resources and policies:*Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar website

(<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email:** [ois@seattleu.edu](mailto:ois@seattleu.edu); **phone:** 206.296.2824) University Resources and Policies

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V. COURSE SCHEDULE (Anticipated)

DATE	TOPIC(S) COVERED	READINGS & ASSIGNMENTS DUE
1/6	<b>Introductions to the Course</b>	
1/8-1/10	<b>Laying Foundation:</b> <ul style="list-style-type: none"> <li>Why Teams?</li> <li>Team Use in Organizations &amp; Business Schools</li> </ul>	<b>Readings:</b> <a href="#">The Team that Wasn't</a> (Wetlaufer, 1994; HBR) <a href="#">What Everyone Should Know About Teamwork</a> (Forbes, Jan 2016)  <b>Due 1/8:</b> Homework # 1: "The Team that Wasn't" (Wetlaufer, 1994; HBR)
1/10-1/13	<b>Laying Foundation:</b> <ul style="list-style-type: none"> <li>Diagnosing teams</li> <li>Team membership and leadership</li> </ul>	<b>Due:</b> (completed in class): Team Visuals, Reflection Commitments for Quarter (best, worst, or current), Contributions Sign ups
1/15	<b>Understanding <i>Real</i> Teams</b>	<b>Readings:</b> <a href="#">Hackman Text</a> : pgs 37-60  <b>Quiz #1:</b> (focus your notes on pgs. 41-56)
1/17-1/22	<b>Understanding <i>Real</i> Teams</b>	<b>Readings:</b> <a href="#">Hackman Text</a> : pgs 22-33  <b>Quiz #2 (1/17)</b>
1/20	<b>NO CLASS – Martin Luther King, Jr. Day</b>	
1/24-1/29	<b>Enabling Condition 1: Setting Team Direction</b>	<b>Readings:</b> <a href="#">Hackman Text</a> : pgs. 61- 91  <b>Quiz #3 (1/24):</b> (focus your notes on pgs. 61-73)
1/29-1/31	<b>Enabling Condition 2: Understanding Team Norms</b>	<b>Readings:</b> <a href="#">Hackman Text</a> : pgs. 105-115  <b>Quiz #4 on 1/29</b> <b>Due on 1/31:</b> Homework #2: Break a Norm. See CANVAS.
2/3	<b>Enabling Condition 2: Understanding Team Norms</b>	<a href="#">What Google Learned From Its Quest to Build the Perfect Team</a> (NYT Magazine, Feb 2016)
2/5	<b>Reflection / Skills Day</b>	
2/7-2/10	<b>Advanced Team Module 1: Virtual Teams and/or Multi-cultural Teams</b>	<b>Readings:</b> <a href="#">The Secrets of Great Teamwork</a> (HBR, June 2016) <a href="#">Why diverse teams are smarter</a> (HBR, Nov 2016)
2/12	<b>TBD</b>	

2/14	<b>Enabling Condition 3: Team Composition</b>	<b>Readings:</b> <u>Hackman Text</u> : pgs. 114-129 <a href="#">Why Some Teams Are Smarter Than Others</a> (NYT, Jan 2015)  <b>Quiz# 5</b>
2/19-2/21	<b>Team Processes: External Boundary Management</b>	<b>Readings:</b> X-Teams 1 (Book Chp 1 pgs 21-39; it starts at pg 1, skip to p. 21!)
2/24	<b>Team Processes: Internal Communication &amp; Creativity</b>	<b>Readings:</b> <a href="#">The New Science of Building Great Teams</a> (HBR, April 2012)  <b>Quiz # 6</b>
2/26	<b>Reflection / Skills Day</b>	<b>Potential Guest Speaker</b>
2/28	<b>Team Processes: Internal Helping</b>	<a href="#">Givers take all: The hidden dimension of corporate culture</a> (McKinsey & Co., April 2013) <a href="#">Why Being Helpful Isn't Just for Nice Guys (and Gals)</a> (Huffington Post, Nov 2016)  <b>Quiz #7</b>
3/2	<b>Advanced Team Module 2: Active Listening, Asserting Yourself &amp; Sharing Leadership</b>	<b>Readings:</b> <u>Assertive Communication Handout</u> (Barnette, 2000; University of Iowa Website) <a href="http://www.uiowa.edu/~ucs/asertcom.html">http://www.uiowa.edu/~ucs/asertcom.html</a>  <b>Quiz #8</b>
3/4-3/6	<b>Coaching</b>	<b>Readings:</b> <u>Hackman Text</u> : pgs. 165-192  <b>Quiz #9 (3/2)</b> (focus notes 176-192)
3/9	<b>Advanced Team Module 3: "Messy" Teams and/or Teams that Fail (Tentative)</b>	<b>Readings (Tentative):</b> <a href="#">Wicked Problem Solvers: Lessons from Successful Cross-Industry teams</a> (HBR, June 2016)
3/11	<b>Wrap Up</b>	<b>Readings:</b> <u>Hackman Text</u> : pgs. 250-256  <b>Due:</b> Homework # 3: "The Team that Wasn't" (Wetlaufer, 1994; HBR) See CANVAS.
3/13-3/16	<b>Wrap Up</b>	<b>Due:</b> Optional Team-Mini Assignment
Finals (3/18)	<b>Final (Wednesday, 3/18, 2:00-3:50pm)</b>	<b>Individual Papers Due; Discussions in Class; Final Reflections Due</b>

**APPENDIX A**

**Attendance and participation expectations**

This class is highly participative and fun. I would like to see all of you actively participating in the learning process during discussion, interactive micro-lectures, and small-group work. At a minimum, active participation requires regular and attentive class attendance. Here's how participation is assessed.

**PARTICIPATION GRADING RUBRIC**

	4	3	2	1
<b>CRITERION:</b>	<b>POSITIVE ATTRIBUTES</b>			
Answers questions in class posed by the professor or by other students OR offers helpful explanations when another student is confused.	Frequently	Occasionally	Seldom	Almost never
Finds ways to connect own comments to the comments made by other students in class.	Frequently	Occasionally	Seldom	Almost never
Uses language that is appropriate for the classroom and is courteous towards other students and the professor.	Frequently	Occasionally	Seldom	Almost never
Demonstrates that s/he is doing the reading through questions, answers, and comments in class.	Frequently	Occasionally	Seldom	Almost never
	<b>NEGATIVE ATTRIBUTES</b>			
Misses class.	Almost never	Seldom	Occasionally	Frequently
Shows up late to class.	Almost never	Seldom	Occasionally	Frequently
Exhibits disruptive behavior (e.g. interrupts others, falls asleep, dominates conversation, breaches class-generated norms, etc.).	Almost never	Seldom	Occasionally	Frequently

**APPENDIX B**

NAME: \_\_\_\_\_

MGMT 3840: FINAL PAPER (TDS ANALYSIS) GRADING RUBRIC

	4	3	2	1
<b>CRITERION:</b>	<b>POSITIVE ATTRIBUTES</b>			
Accurately describes and defines key terms, concepts, and theories for the reader.	Frequently	Occasionally	Seldom	Almost never
Accurately applies key terms, concepts, and theories for the reader.	Frequently	Occasionally	Seldom	Almost never
Provides specific and actionable recommendations for improvement to the team's leader that are clearly supported by research and/or own opinions.	Frequently	Occasionally	Seldom	Almost never
Is both thorough and insightful in discussing team's top strengths, areas for improvement, and areas of inconsistent or confusing data (if any) by providing supporting logic, details, and examples.	Frequently	Occasionally	Seldom	Almost never
	<b>NEGATIVE ATTRIBUTES</b>			
Has typos/errors.	Almost never	Seldom	Occasionally	Frequently
Has breaks in logic flow (e.g., confusing to follow or read, disorganized)	Almost never	Seldom	Occasionally	Frequently
Lacks formal and professional style (e.g., requirements not followed, written in a conversational tone or "stream of consciousness" style).	Almost never	Seldom	Occasionally	Frequently

Please be sure to read the full write-up of this assignment at the CANVAS Assignments page for important details on this paper's requirements and what I am asking you to do and to write about. Remember, too, that this is an individual paper assignment.

Please also be sure to cite any ideas, terms, concepts, theories that are not your own properly. Any reference style you choose is fine with me as long as it is consistently applied. Details are provided on CAVAS Assignments page. If you have any questions about this, please visit the Writing Center at the Lemieux Library and/or ask me about it.