2. UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

3. COURSE NUMBER & NAME:

MGMT 6313-VC01, Seminar in Group and Team Processes

4. TERM:

Summer II, 2018

5. INSTRUCTOR:

Dr. Jesse Greer, PsyD

6. CONTACT INFORMATION:

Office phone: N/A

WBU Email: Jesse.Greer@wayland.wbu.edu

Cell phone: (806)336-0587

7. OFFICE HOURS, BUILDING & LOCATION:

Virtual – I check my email multiple times throughout the day, every day but also feel free to text me anytime Monday-Friday 7:00a.m. to 6:00p.m. CST and Saturday-Sunday 10:00a.m. to 12:00p.m. CST. You can also contact me via text or email to set up an appointment for us to speak over the phone. In case of an emergency, feel free to contact me in any manner.

8. COURSE MEETING TIME & LOCATION:

Meeting day & time: Online

9. CATALOG DESCRIPTION:

Examination of interpersonal processes in organizations utilizing research from behavioral science and other areas with respect to how individuals interact with others to achieve personal and organizational goals.

10. PREREQUISITE:

11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#	UPDATED
Making the Team: A Time for Managers	Thompson	6th	2016	Pearson	9780-13448-4204	9/20/17

12. OPTIONAL MATERIALS
- APA Manual
- Any textbook that covers the basic functions of Groups and Teams.

13. COURSE OUTCOMES AND COMPETENCIES:
- Examine and evaluate group and team process theories
- Critique and synthesize group and team process theories
- Propose research projects that extend or combine research in group or team processes
- Apply group and team process theories to current group and team management issues

14. ATTENDANCE REQUIREMENTS:
As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:
Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

16. DISABILITY STATEMENT:
In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from

participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

17. COURSE REQUIREMENTS and GRADING CRITERIA:

	Points
Discussion Board (8 total worth 25 points each)	200 points
Mini Literature Review (8 total worth 50 points each)	400 points
Research Paper for these class	400 points
	1000 total points

Discussion Board/ Peer Response – During the term, there will be eight distinctive discussion board forums. The specific discussion board topics and minimum word count will be found in the Blackboard Discussion Board tab. Specific requirements, grading rubric and due dates will be found in the Blackboard Course Content tab. Each student is required to respond to all classmates in a substantive manner, which should demonstrate scholarship and critical analysis. Use at least 1 outside source for each response to substantiate your assertions. The more you respond to classmates, and the more comprehensively you respond will increase your grade for this peer response. **The eight (8) Discussion Board forums represent 20% of the total grade.**

Mini Literature Reviews – The students will develop eight mini literature reviews from the reading assignments topics listed below. At least 5 peer reviewed journal articles should be included in this assignment. The specific requirements, format, grading rubric, and due dates will be found in the Blackboard Course Content tab, within Blackboard. **The Mini Literature Reviews represent 40% of the total course grade.**

Research Paper- A research paper will be completed on one of the topics discussed during this class. The paper should be a minimum of 15 pages of content, excluding title page, abstract and references. Twenty (20) peer reviewed, scholarly journal articles should be properly cited in the reference section. Please use APA format. The paper will be submitted to Safe Assignment. If Safe Assignment detects more than 20% match of previously written work we will have a discussion. The total point value for this research paper is 400 points. This paper should include an introduction, literature review, testable hypotheses (research questions), and a discussion and conclusion section. Please use these headings. **The Research Paper represents 40% of your grade.**

Reading Assignments –

GROUP EFFICACY AND TEAM PERFORMANCE

Tammy Rapp, Daniel Bachrach, and Adam Rapp. 2014. "The Role of Team Goal Monitoring in the Curvilinear Relationship Between Team Efficacy and Team Performance." Journal of Applied Psychology. 99:5, 976-987.

Jing Du, Yuhyung Shin, and Jin Nam Choi. 2015. "Convergent Perceptions of Organizational Efficacy Among Team members and Positive Work outcomes in Organizational Teams." Journal of occupational and Organizational Psychology. 88, 178-202.

J. A. Goncalo, E. Polman, and C. Maslach. 2010. "Can confidence come too son? Collective Efficacy, Conflict and Group Performance over Time." Organizational Behavior and Human Decision Processes, 113, 13-24.

C. B. Gibson. 1999. "Do They Do What They Believe They Can? Groups Efficacy and Group Effectiveness Across Tasks and Cultures. Academy of Management Journal, 43, 138-152.

J. Mathieu, M. T. Maynard, T. Rapp, L. Gilson. 2008. Team effectiveness 1997-2007: A review of Recent Advancements and Glimpse into the future. Journal of Management 34, 410-476.

DIVERSITY AND TEAM PERFORMANCE

A Homan, J. Hollenbeck, S. Van Knippenberg, D, Ilgen, and G. Van Kleef. 2008. "Facing differences with an open mind: Openness to ex0perience salience of intragroup difference, and performance of diverse work groups. Academy of Management Journal, 51, 1204-1222.

J. Chatman, F. Flynn. 2001. "The influence of demographic heterogeneity on the emergence and of cooperative norms in work teams." Academy of Management Journal, 44, 956-974.

J. Hollenbeck, B. Beersma,and M. Schouten. 2012. "Beyond team types and taxonomies: A dimensional scaling conceptualization for team description." Academy of Management Review, 37: 82-106.

G. Van der Vegt and J. Bunderson. 2005. "Learning and performance in mulitdisci0pinary teams: The importance of collective team identification." Academy of Management Journal, 48: 532-547.

G. Van der Vegt and E. Van de Vegt. 2005. "Effects of perceived skill dissimilarity and task interdependence on helping in work teams. " Journal of Management, 31: 73-89.

CONFLICT AND TEAM PERFORMANCE

P.P. Shah and K. A. Jehn. 1993. "Do Friends Perform better than acquaintances? The interaction of friendship, conflict and task. Group Decision and negotiation." 2, 149-165.

K. Jehn and C. Bendersky. 2003. "Intragroup conflict in organizations: A contingency perspective on the conflict-outcome relationship. Research in Organizational Behavior, 25, 187-242.

K. Behfar, R. Peterson, E. Mannix, W. Trochim. 2008. "The critical role of conflict resolution in teams: A close look at the links between conflict type, conflict management strategies, and team outcomes", Journal of Applied Psychology, 93, 170-188.

JEHN, KAREN A.; RISPENS, SONJA; THATCHER, SHERRY M. B." THE EFFECTS OF CONFLICT ASYMMETRY ON WORK GROUP AND INDIVIDUAL OUTCOMES." Academy of Management Journal. Jun2010, Vol. 53 Issue 3, p596-616.

V. Gonzalez-Roma and A. Hernandez. 2014. "Climate uniformity: Its influence on team communication quality, task conflict, and team performance." Journal of Applied Psychology. 99:6, 1042-1058.

TEAM PERSONALITY AND MOOD AND PERFORMANCE

Bradley Owens and David Hekman. 2016. "How does Leader Humility Influence Tam Performance? Exploring the Mechanisms of Contagion and Collective Promotion Focus. Academy of Management Journal, 59:3, 1088-1111.

B. Barry and G. Stewart. 1997. "Composition, process, and performance in self-managed groups: The role of personality". Journal of Applied Psychology, 82, 62-78.

M. Anderson. 2009. The role of group personality composition in the emergence of task and relationship conflict within groups. Journal of Management and Organization, 15, 82-96.

R. Liden, S. Wayne, C. Liao, and J. Meuser. 2014. "Servant leadership and serving culture: Influence on individual and unit performance". Academy of Management Journal, 57: 1434-1452.

T. Sy, Cote, and R. Saavedra. 2005. "The contagious leader: Impact of the leader's mood on the mood of group members, group affective tone, and group processes. The Journal of Applied Psychology, 90: 295-305.

MANAGING CREATIVITY AND INNOVATIVENESS IN TEAMS

K. Lovelace, D. Shapiro, L. Weingart. 2001. "Maximizing cross-functional new product team's innovativeness and constraint adherence: A conflict communications perspective. Academy of Management Journal, 44, 779-793.

G. Hirst, D. Van Knippenberg, J. Zhou. 2009. "A cross-level perspective on employee creativity: Goal orientation, team learning behavior, and individual creativity. Academy of Management Journal, 52, 280-293.

K. Boles, J. Fiset, and H. Gill. 2015. "Communication and trust are key: Unlocking the relationship between leadership and team performance and creativity." The Leadership Quarterly. 26:6, 1080-1094.

F. Aime, S. Humphrey, D. Derue, and J. Paul. 2014. "The riddle of heterarchy: Power transitions in cross-functional teams." Academy of Management Journal. 57:2, 327-352.

U. Hulsheger, N. Anderson, and J. Salgado. 2009. "Team-level predictors of innovation oat work: A comprehensive meta-analysis spanning three decades of research." Journal of Applied Psychology. 94:5, 1128-1145.

C. Ruppel, E. Lawrence, and L. Twowroger. 2016. "organizational creativity and the top management team: An interactionist perspective." Journal of Organizational Culture, Communications and Conflict. 20:1, 47.

MOTIVATING TEAMS

Ning Li, Bradley Kirkman, Christopher Porter. 2014. "Toward a model of Work Team Altruism." Academy of Management Review, 39:4, 541-565.

Jia Hu and Robert Liden. 2015. "Making a difference in the teamwork: Linking team prosocial motivation to team processes and effectiveness." Academy of Management Journal, 58:4, 1102-1127.

R. Albanese, D. Van Fleet. 1985. "Relational behavior in groups: the free-riding tendency." Academy of Management Review, 10, 244-255.

R. Liden, S. Wayne, C. Liao, and J. Meuser. 2014. "Servant leadership and serving culture: Influence on individual and unit performance. " Academy of Management Journal. 57: 1434-1452.

TOP MANAGEMENT TEAM

Donald Hambrick, Ming-Jer Chen. 1996. "The influence of top management team heterogeneity of firms' competitive moves." Administrative Science Quarterly, 41: 659-684.

Margarethe Wiersema and Allan Bird. 1993. "organizational Demography in Japanese Firms: Group Heterogeneity, individual dissimilarity, and top management team turnover." Academy of Management Journal, 5: 996-1025.

Mason Carpenter. 2002. "The implications of strategy and social context for the relationship between top management team heterogeneity and firm performance." Strategic Management Journal, 23: 375-284.

Alexander Alexiev, Justin Jansen, Frans Van den Bosch, and Henk Volberda. 2010. "To Mangment Teams advice seeking and exploratory innovation: The moderating role of TMT Heterogeneity." Journal of Mangement Studies, 47;7.

Donald Hambrick, Stephen Humbrey, and Abihinah Gupa. 2015. "Structural Interdependence within top management teams: A key moderator of upper echelons predictions." Strategic Management Journal, 36:449-461.

KNOWLEDGE TRANSFER AND TEAMS

Nadolska and H. Barkema. 2014. "Good learners: How top management teams affect the success and frequency of acquisitions." Strategic Management Journal, 35:1483-1507.

H. Gardner, F. Gino, and B. Staats. 2012. "dynamically integrating knowledge in teams: Transforming resources into performance." Academy of Management Journal, 55:4, 998-1022.

S. Ben-Menahem, G. Von Krogh, Z. Erden, E. Zurich, and A. Schneider. 2016. "Coordinating knowledge creation in multidisciplinary teams: Evidence from early-stage drug discovery." Academy of Management Journal. 59:4, 1308-1338.

J. Mell, D. Van Knippenberg, and W. Van Ginkel. 2014. "The catalyst effect: The impact of transactive memory system structure on team performance." Academy of Management Journal. 57:4, 1154-1173.

Y. Berson, R. Da'as, and D. Waldman. 2015. "How do leaders and their teams bring about organizational learning and outcomes?" Personnel Psychology. 68, 79-108.

Srivastave, K. Bartol, and E. Locke. 2006. "Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance." Academy of Management Journal. 49:6, 1239-1251.

TRUST AND TEAMS

 B. A. De Jong, and T. Elfring. 2010. "How Does Trust Affect the Performance of Ongoing Teams? The mediating Role of Reflexivity, Monitoring, an effort. Academy of Management Journal, 53, 535-549.

C. W. Langfred. 2004. "Too much of a Good Thing? Negative Effects of High Trust and Individual Autonomy in Self-Managing Teams." Academy of Management Journal, 47, 385-399.

T. Basford, L. Offermann, and T. Behrend. 2014. "Please accept my sincerest apologies: Examining follower reactions to leader apology. Journal of Business Ethics, 119: 99-117.

B. De Jong, K. Dirks, N. Gillespie. 2016. :Trust and team performance: A meta-analysis of main effects, moderators, and covariates." Journal of Applied Psychology. 101:8, 1134-1150.

C. Breuer, J. Huffmeier, and G. Hertel. 2016. "Does trust matter more in virtual teams? A meta-analysis of trust and team effectiveness considering virtuality and documentation as moderators." Journal of Applied Psychology. 101:8, 1151-1177.

VIRTUAL TEAMS

R. Ford, R. Piccolo, and L. Ford. 2016. "Strategies for building effective virtual teams: Trust is key." Business horizons.

L. Gilson, t. Maynard, N. Jones, M. Vartiainen, and M. Hakonen. 2015. "Virtual teams research: 10 years, 10 themes, and 10 Opportunities." Journal of Management. 41:5, 1313-1337.

J. Espinosa, N. Nan, and E. Carmel. 2015. "Temporal distance, communication patterns, and task performance in teams." Journal of Management Information Systems. 32:1, 151-191.

S. Sarker, M. Ahuja, S. Sarker and S. Kirkeby. 2011. "the role of communication and trust in global virtual teams: A social network perspective." Journal of Management Information Systems. 28:1, 273-309.

S. Jarvenpaa, K. Knoll, and D. Leidner. 1998. "Is anybody out there? Antecedents of trust in global virtual teams. Journal of Management Information Systems. 14:4, 29-64.

17.1 Include Grade Appeal Statement: "Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any

recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation."

18. TENTATIVE SCHEDULE

Date & Session	Activities	Assignments
WEEK 1	• Types of Teams • Designing the Team	Read chapters 1 &2 See Blackboard for assignments
WEEK 2	• Leading Teams • Team Cohesion and Trust	Read chapters 3&4 See Blackboard for assignments
WEEK 3	• Performance and Productivity • Team Communication and Collective Intelligence • Rewarding Teamwork	Read chapters 5 &6 See Blackboard for assignments
WEEK 4	• Team Decision Making • Managing Team Conflict	Read chapters 7 & 8 See Blackboard for assignments
WEEK 5	• Creativity and Innovation in Teams	Read chapter 9 See Blackboard for assignments
WEEK 6	• Subgroups and Multi-Teams • Team Networking and Social Capital	Read chapters 10 & 11 See Blackboard for assignments
WEEK 7	• Virtual Teamwork • Multicultural Teams	Read chapters 12 & 13 See Blackboard for assignments
WEEK 8	• Managing Meetings • Creating Effective Study Groups	Read Appendices 2 & 3 See Blackboard for assignments
WEEK 9	• Work on Research Project	Research Project
WEEK 10	• Work on Research Project	Research Project
WEEK 11	• Submit your Research Paper by 9:00a.m. CST Thursday on Blackboard	Research Project

19. ADDITIONAL INFORMATION
None