# "WBUlogo"

Campus Name

School of Business

# 2. UNIVERSITY MISSION STATEMENT

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

# 3. COURSE NUMBER & NAME:

MGMT 6313-VC01, Group and Team Processes

# **4. TERM**:

Winter, 2019

# **5. INSTRUCTOR**:

Dr. Sheron Lawson

# **6. CONTACT INFORMATION**:

Office phone: 682-250-4003

WBU Email: lawsons@wbu.edu

Cell phone: 682-841-6452

# **7. OFFICE HOURS, BUILDING & LOCATION**:

 Online by appointment

# **8. COURSE MEETING TIME & LOCATION**:

Online - Virtual

# **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:

Doctoral student status

# **11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN#** | **UPDATED** |
| Making the Team: A Time for Managers | Thompson | 6th | 2016 | Pearson | 9780-13448-42040134484207 | 9/20/17 |

# 12. OPTIONAL MATERIALS

# APA Manual

# Any text book 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**:

**Course Assignments:**

**Discussion Board/ Peer Response – During the term, there will be five distinctive discussion board forums.** Students are required to find five (5) appropriate peer-reviewed journal articles and write a literary review for each article. **The specific discussion board topic and due dates will be found in the Blackboard Discussion Board tab. Specific requirements and grading rubric will be found in 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 student will develop professional competence and increased self-awareness by writing peer synthesis posts.  **The five (5) Discussion Board forums represent 20% of the total grade.**

**Mini Synthesis Literature Reviews – The students will develop four mini literature reviews from the reading assignments topics.** Each synthesis paper will correspond to one of the sections in the course schedule. The Discussion Board assignments are pre-requisite for the Literature Review. **At least 10 peer reviewed journal articles should be included in this assignment. The specific requirements, format, grading rubric, and due date will be found in the Weekly Course Content tab, within Blackboard. The Mini Synthesis Literature Reviews represent 40% of the total course grade.**

**Semester 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 coversheet, abstract and references. Twenty (20) peer reviewed, scholarly journal articles should be properly cited and noted in the bibliography. Please use APA format. Check the syllabus for the deadline to have your topic approved. 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 300 points. This paper should include an introduction, literature review, testable hypotheses (research questions), and a conclusion and discussion section. Please use these headings. The Research Paper represents 30% of your grade.**

**Applied Project Progress Paper (worth a total of 100 points)**

As part of the requirements for the DMGT program, students will complete an Applied Research Project that is scheduled to be completed by Term 10 in the MGMT 6220 course. The purpose of the Applied Project is for students to demonstrate how to integrate key concepts, theories and skills that they have learned throughout the program.  The project can relate to the students' professional interests and responsibilities.  Students should identify some managerial problem or issue of interest that is grounded in the management literature. The literature will be your guide as you narrow down your focus of study.

Success in this program is dependent on students staying on track with course work, as well as the Applied Project. Therefore, the last two weeks of each course **(through Term 7)** will be designed for you to continue working on your Applied Project.  These progress papers will provide you with a block of time in each course to focus solely on your project. The expectation is that the Applied Project will undergo significant changes from the previous term and acceptable progress will be made.  To measure this progress, the DMGT faculty will share your Applied Project work, along with faculty feedback, each term with all faculty. Therefore, professors will be able to compare your work from term to term.

Given the two-week window dedicated to the Applied Project, you should be able to do the following:

1. Clearly articulate the research problem.
2. Clearly articulate the research purpose.
3. Create an outline for the Applied Project. An outline will help you stay focused.
4. Continue to add to the Annotated Bibliography from which the Literature Review will be developed.
5. Continue work on a draft proposal (Chapters 1 – 3).
6. Concentrate on writing your Literature Review (Chapter 2) and Research Questions first.
7. Students will begin work on the Methodology in Quantitative Methods and Qualitative Methods.
8. Monitor the Project Plan Timeline (found in the Applied Research Documentation in the ***Doctor of Management Resources*** course in Blackboard).
9. Remember that the goal is to have a finished proposal (Chapters 1 – 3) during Term 7.

Key Components of the Final Applied Research Project should include: (See detailed documentation in the ***Doctor of Management Resources*** course in Blackboard).

1. Chapter 1: An Introduction to the problem or issue.
2. Chapter 2: A Literature Review that provides insight into the problem or issue from previous scholarly research.
3. Chapter 3: A proposed Methodology for the study that will be conducted. (The study method can be quantitative, qualitative or mixed methods).
4. Chapter 4: A Report of the results.
5. Chapter 5: Conclusions/Findings and Recommendations for the problem solution.

**Grading System:**

 **Points**

Discussion Board (5 total worth 40 points each) 200 points

Mini Literature Review (4 total worth 100 points each) 400 points

Applied Research Project 100 points

Course Content Research Paper 300 points

 **1000 total points**

**Grading Criteria:**

Letter grades from "A" to "F" will be issued to student based on individual work. The grading criteria are listed below:

**Grade Points Percentage**

A 100.0 points to 89.5 points - 100% to 90%

B 89.4 points to 79.5 points - 89% to 80%

C 79.4 points to 69.5 points - 79% to 70%

D 69.4 points to 59.5points - 69% to 60%

F 59.4 and below - 59% and below

I Incomplete: See Academic Catalog for more information

**17.1 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** |
| WEEKS 1 - 2 | * Types of Teams
* Designing the Team
* Leading Teams
* Team Cohesion and Trust
 | Read chapters 1 - 4See Blackboard for assignments |
| WEEKS 3 - 4 | * Performance and Productivity
* Team Communication and Collective Intelligence
* Rewarding Teamwork
* Team Decision Making
* Managing Team Conflict
 | Read chapters 5 - 8See Blackboard for assignments |
| WEEKS 5 - 6 | * Creativity and Innovation in Teams
* Subgroups and Multi-Teams
* Team Networking and Social Capital
 | Read chapters 9 - 11See Blackboard for assignments |
| WEEKS 7 - 8 | * Virtual Teamwork
* Multicultural Teams
* Managing Meetings
* Creating Effective Study Groups
 | Read chapters 12 & 13Read Appendices 2 & 3See Blackboard for assignments |
| WEEK 9 | * Work on Course Content Research Project
 | See Blackboard for assignments |
| WEEKS 10 - 11 | * Work on Applied Research Project
 |  • Submit your Research Paper by Thursday on Blackboard  |

# 19. ADDITIONAL INFORMATION

**Reading Assignments**

* GROUP EFFICACY AND TEAM PERFORMANCE
1. 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.
2. 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.
3. 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.
4. 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.
5. 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
1. 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.
2. 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.
3. 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.
4. 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.
5. 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
1. 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.
2. 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.
3. 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.
4. 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.
5. 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
1. 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.
2. 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.
3. 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.
4. 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.
5. 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
1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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
1. Ning Li, Bradley Kirkman, Christopher Porter. 2014. “Toward a model of Work Team Altruism.” Academy of Management Review, 39:4, 541-565.
2. 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.
3. R. Albanese, D. Van Fleet. 1985. “Relational behavior in groups: the free-riding tendency.” Academy of Management Review, 10, 244-255.
4. 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
1. Donald Hambrick, Ming-Jer Chen. 1996.” The influence of top management team heterogeneity of firms’ competitive moves.” Administrative Science Quarterly, 41: 659-684.
2. 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.
3. 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.
4. 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.
5. 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
1. Nadolska and H. Barkema. 2014. “Good learners: How top management teams affect the success and frequency of acquisitions.” Strategic Management Journal, 35:1483-1507.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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
1. 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.
2. 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.
3. 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.
4. 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.
5. 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
1. R. Ford, R. Piccolo, and L. Ford. 2016. “Strategies for building effective virtual teams: Trust is key.” Business horizons.
2. 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.
3. 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.
4. 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.
5. 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.

Faculty may add additional information if desired.