Course Title: Team Management Workshop
Mini-Semester: 2/7 of the **Academic Year**: 2022
Bloomfield Building Class 527

Class meeting Times:

30.12.2022	09:00-13:00
06.01.2023	09:00-13:00
13.01.2023	09:00-13:00
20.01.2023	09:00-13:00
27.01.2023	09:00-13:00
03.02.2023	09:00-13:00
10.02.2023	09:00-13:00

Teaching Staff:
Instructor: Ms. Shelly Lev, levkoren.shelly@gmail.com, 04-8292016
Office Hours: By appointment
TA's: Adi Ezer, adi.ezer@campus.technion.ac.il
Office Hours: By appointment

Credits: 2

Study hours per week: 4

Course Goals and Description
Course background:
Groups and teams exist in every organizational, social and educational system. In this course we will learn how to effectively manage teams by understanding team processes and factors that influence team performance. We will learn about team characteristics (e.g., team composition and diversity) and team processes (e.g., team development, coordination, competition, communication, decision making processes, power and social influence) that affect team outcomes (e.g., collaboration, productivity, creativity).
Recently, on top of global organizational circumstances, dealing with the unique situation of COVID19, we will also discuss aspects related to managing dispersed teams when working from home, virtual team management, as well as cross-functional and cross-cultural teams. The class will cover theory and research on teams, and will include lectures, discussions, class exercises (as much as the virtual learning allows), videos, and case studies.

Course Objectives:
Group management cannot occur without a profound understanding of team structure, dynamics and outcomes. The course attempts to make the students aware of group dynamics in organizations, and to provide them with new understandings and tools that enable effective team management.

Learning Outcomes

At the end of the course the student will know to:

1. Identify and understand needs, characteristics and work processes of different types of teams.
2. Understand vital components in decision making processes and their implementation.
3. Understand and implement different types of team management.
4. Identify and understand communication patterns and conflicts in teams, and learn to implement adequate solutions
5. Understand the complexity of global and dispersed (virtual/working from home/across geographies) teams and effective ways of managing them.
6. Deepen the awareness of the student's personal behavior as a team member/manager, and its consequences

Course Content/Topics

The course will introduce central theories of team behavior and management.
We will discuss the key variables that each theory identifies and the implications it holds for practicing managers. Topics to be covered include group composition, group processes and outcomes, leadership and virtual team management.
We will also discuss team development processes and possible team outcomes.

Teaching Methods:

Classes will include presentations by the professor, class discussions, small case analysis, class exercises (as much as the virtual learning allows), short videos and may include guest speakers. Class materials will be posted online and it is the students' responsibility to obtain and review these materials.

Teaching Materials:

- Course slides
- Reading materials (available online)
- The reading materials that will be discussed in class are listed below

Assignments and Grading Procedures

(1) **Class participation**: Attendance in all class sessions, preparation for class and participation in class discussions, exercises and on-line surveys - 10% of the grade.

(2) **Facilitating a team exercise (in teams) – 50% of grade**.
The purpose of this activity is to enable you to discuss team related topics that you face at work. Between classes 4-7 each team will facilitate a short activity that deals and demonstrates team management and team work dilemmas.
These dilemmas should be based on questions and issues that you face at work and be relevant mainly to 1 specific class topics (a list of the relevant topics will be provided at the beginning of the course). The topics require preliminary approval from the course instructor/TA.
The activity can include a team exercise, a video, popular press article etc.

(3**) Interview a team manager and team analysis (in couples) - 30% of grade**
The purpose of this assignment is to take some of the concepts and theories from the workshop and apply them to an actual team management reality.
Specifically, we would like you to address the COVID19 unique circumstances: managing a team that works under the pandemic circumstances, from home under close down etc.
The assignment includes: interview with a selected manager, description and analysis of the team characteristics (e.g., composition, diversity, tasks, roles,) processes (e.g., coordination, specification, conflict, and competition) and outcomes (e.g., collaboration, productivity, quality...).
In addition, you will need to identify three main challenges that the team faces (e.g., motivation problem, turnover, meeting its goals, communication...) and suggest possible recommendations for improving team performance and effeteness, based on the course's materials and discussions.
- The assignment should be about 5-6 pages long (Excluding the interview transcript which will be submitted as appendix, or recording,) and can be submitted in Hebrew or English.
- The assignment should be submitted in soft copy (Moodle only – not by email)
- The assignment should refer to, at least, 1 relevant reading materials from the bibliography
- A more detailed version of the assignment will be posted on Moodle and discussed in class.

(4) **Critical Thinking and Personal Reflection** (individual)- 10% of grade
- The purpose of the critical thinking and reflection is to allow each student to reflect and analyze his/her personal experience in the workshop, while relying on the course materials and applying them.
- The reflection should be about **1 page** long. It can be submitted in Hebrew or in English. The reflection should be submitted in soft copy on Moodle only.

- ◼ Final assignments to be submitted until February 27 2023 (by midnight).
- ◼ Critical thinking and personal reflections to be submitted no later than February 20 2023 (by midnight)

Course Schedule

Date	Topic	Readings
30.12.2022	- What is a team? - Different types of teams - High Performance teams - Challenges in teamwork - Formal and informal roles in teams - Transactive Memory System (TMS)	Thompson Ch.1 Belbin Ch. 3 Devaraj & Jiang Lewis & Herndon
06.01.2023	- Building the team - Diversity in teams: opportunities and challenges - Team identity -multiple teams	Colquitt et al. Ch. 10 Jobidon Hu & Liden Rapp & Mathieu Crawford et al.
13.01.2023	- Dispersed teams - Work from home - Virtual teams - Managerial routines	Eisenberg et al. van der Lippe & Lippényi Panteli et al. Nakrošienė et al.
20.01.2023	- Students' presentations - Different types of team management - Leader-Member Exchange	Thompson Ch. 1, Ch. 11 Herdman et al.
27.01.2023	- Students' presentations - Communication - Feedback - Collaboration - Conflict management	 Thompson Ch. 8 Prause & Mujataba
03.02.2023	- Students' presentations Synergy in teams - Learning in teams	Lehmann- Willenbrock Erez et al.
10.02.2023	- Students' presentations - Teams in global organizations - Leadership, creativity and innovation in teams	Hajro et al. Thompson Ch. 13 Webster & Wong Jiang & Chen Zhu et al. Lee & Farh

(*) the course plan could be subject to changes

Course Requirements & Course Policies

This course develops business leaders. Thus, our expectations are that you will act as professionally and in timely manner as you would in a work place. This means you will act and communicate professionally, as you will with co-workers. My expectation is that you will:

- Attend all classes and be on-time (please notify in advance if unable to attend class, as much as possible). Attendance will be taken and lack of attendance will be reflected in your participation mark.
- Arrive on time and stay until the final assigned close-of-class.
- Turn off cell phones except during designated class breaks.
- Follow instructions in the assignment notes and course outline
- Honour the group contract and support your team members.
- Make meaningful contributions to class and group work.
- Hand in assignments on time and following designated procedures.
- Work professionally in groups and contribute to the group objectives and product.
- Act with integrity.

Accommodation for Students with special needs

The course is suitable to all students. Special accommodations to students with special needs, will be additionally made per need.

Text book(s) and/or other materials

Bibliography (available on class website)

Books

Belbin, R.M. (2010). Team roles at work (3rd Ed.) Oxford, Brington, M.A.: Elsevier Butterworth-Heinemann. Selected pages.

Colquitt, J.A., Lepine, J.A., Wesson, M.J. & Gellatly, I.R. (2013). *Organizational Behavior*: Improving Performance and Commitment in the Workplace (2nd Ed.): McGraw -Hill Ryerson Ltd., Whitby, ON

Thompson, Leigh L. (2015) Making the Team: A Guide for Managers (5th Ed.): Pearson Education Inc., Upper Saddle River, N.J

(*) References may be updated once newer book versions will arrive

Articles

Bachrach, D.G., Lewis, K., Kim, Y., Patel, P.C., Campion, M.C. & Thatcher, S.M.B. (2019) Transactive Memory Systems in Context: A Meta-Analytic Examination of Contextual Factors in Transactive Memory Systems Development and Team Performance. **Journal of Applied Psychology.**104(3). Pp. 464-493

Bataresh, F.S., Usher, J.M. & Daspit, J.J. (2017). Absorptive Capacity in Virtual Teams: Examining the Influence on Diversity and Innovation. **Journal of Knowledge Management**. 22(6). Pp. 1342.1361.

Bloom, N. (2017). Monitor, Measure, Incentive: Is Management as Simple as That? **MIT Sloan Management Review.**

Crawford, E.R., Reeves, C.J., Stewart, G.L. & Astrove, S.L. (2019) To Link or Not to Link? Multiple Team Membership and Unit Performance**. Journal of Applied Psychology.** 104(3). Pp. 341-356.

Delanoeije, J., Verbruggen, M. & Germeys, L. (2019). Boundary Role Transition: A Day-to Approach to Explain the Effects of Home- Based Telework on Work-to-Home and Home-to-` Conflict. **Human Relations.** 72(12). Pp. 1843-1868.

Devaraj, S. & Jiang, K. (2019). It's About Time – A Longitudinal Adaptation Model of High-Performance Work Teams. **Journal of Applied Psychology.** 104(3). Pp. 433-447.

Doh, J.P. & Quigley, N.R. **(2014).** Responsible Leadership and Stakeholder Management: Influence Pathways and Organizational Outcomes. **Academy of Management Perspectives**, 28(3). Pp. 255–274.

Eisenberg, J., Post, C. & DiTomaso, N. (2019). Team Dispersion and Performance: The Role of Team Communication and Transformational Leadership. **Small Group Research** 50(3). Pp. 348-380.

Erez, M., Lisak, A. Harush, R., Glikson, E., Nouri, R., & Shokef, E. (2013). Going global: Developing management students' cultural intelligence and global identity in culturally diverse virtual teams. **Academy of Management Learning & Education**, 12(3). Pp. 330-355.

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Greer, L.L., de Jong, B.A., Schouten, M.A. & Dannals, J.E. (2018). Why and when hierarchy impacts team effectiveness: A meta-analytic integration. **Journal of Applied Psychology**. Pp. 103(6). Pp. 591-613.

Hajro, A., Gibson, C.B. & Pudelko, M. (2017). Knowledge exchange processes in multicultural teams: Linking organizational diversity climates to teams' effectiveness. **Academy of Management Journal**. 60(1). Pp. 345-372.

Han, S.J., Kim, M., Beyerlein, M. & Derosa, D. (2020). Leadership Role Effectiveness as a Mediator of Team Performance in New Product Development Virtual Teams. **Journal of Leadership Studies.** 13(4)**.** Pp. 20-37.

Herdman, A.O., Yang, J. & Arthur, J.B. (2017). How Does Leader-Member Exchange Disparity Affect Teamwork Behavior and Effectiveness in Work Groups? The Moderating Role of Leader-Leader Exchange**. Journal of Management.** 43(5). Pp. 1498-1523.

Hill, S.N. & Bartol, K.M. (2018). Five Ways to Improve Communication in Virtual Teams. **MIT Sloan Management Review.**

Hu, J. & Liden, R.C. (2015). Making a difference in the teamwork: Linking team prosocial motivation to team processes and effectiveness. **Academy of Management Journal**. 58(4). Pp. 1102-1127.

Jiang, Y. & Chen, C. C. (2018). Integrating Knowledge Activities for Team Innovation: Effects of Transformational Leadership. **Journal of Management**, 44(5). Pp. 1819-1847.

Jobidon, M.E., Tourcotte, I., Aubé, C., Labrecque, A., Kelsey, S. & Tremblay, S. (2017). Role Variability in Self-Organizing Teams Working in Crisis Management. **Small Group Research.** 48(1). Pp. 62-92.

Lehmann-Willenbrock, N. (2017). Team Learning: New Insights Through a Temporal Lens**. Small Group Research.** 48(2). Pp. 123-130.

Lee, S.M. & Farh C.I.C. (2019). Dynamic Leadership Emergence: Differential Impact of Members' and Peers' Contributions in the Idea Generation and Idea Enactment Phases of Innovation Project Teams. **Journal of Applied psychology**. 104(3). Pp. 411-432.

Lewis, K. & Herndon, B. (2011). Transactive Memory Systems: Current Issues and Future Research Directions. **Organization Science.** 22(5). Pp. 1254-1265

Liao, Z., Liu, W., Li, X. & Song, Z. (2019) Give and Take: An Episodic Perspective on Leader- Member Exchange. **Journal of Applied Psychology.** 104(1). Pp. 34-51.

Nakrošienė, A., Bučiūnienė, I. & Goštautaitė, B. (2019). Characteristics and Outcomes of Telework. **International Journal of Manpower.** 40(1). Pp. 87-101.

Panteli, N., Yalabik, Z.Y. & Rapti, A. (2019). Fostering Work Engagement in Geographically- Dispersed and Asynchronous Virtual Teams. **Information Technology & People.** 32(1). Pp. 2-17

Prause, D. & Mujataba, B.G. (2015). Conflict Management Practices for Diverse Workplaces. **Journal of Business Studies Quarterly.** 6(3). Pp. 13-22

Rapp, T.L. & Mathieu, J.E. (2019). Team and Individual Influences on Members' Identification and Performance per Membership in Multiple Team Membership Arrangements. **Journal of Applied Psychology.** 104(3). Pp. 303-320.

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Tasheva, S. & Hillman, A.J. (2019). Integrative Diversity at Different Levels: Multilevel Human Capital, Social Capital, and Demographic Diversity and Their Implications for Team Effectiveness. **Academy of Management Review**. 44(4). Pp. 746-765.

van der Lippe, T. & Lippényi, Z. (2019). Co-Workers Working from Home and Individual and Team Performance. **New Technology, Work and Employment**. 35(1). Pp. 60-80.

Webster, J. & Wong, W.K.P. (2008). Comparing Traditional and Virtual Group Forms: Identity, Communication and Trust in Naturally Occurring Project Teams. **The International Journal of Human Resources Management.** 19 (1). Pp. 41-62

Zhu, Y.Q., Gardner, D.G. & Chen, H.G. (2018). Relationships Between Work Team Climate, Individual Motivation, and Creativity. **Journal of Management**, 44(5). Pp. 2094-2115

Academic Integrity

o In order to maintain a culture of academic integrity, students are expected to promote honesty, trust, fairness, respect and responsibility. Students are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offence, or need help in learning how to avoid offences (e.g., plagiarism, cheating) or understand 'rules' for group work/collaboration should seek guidance from their course instructor.

o The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to Moodle, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of the course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor.

o In the case of team assignments, all members of the team are expected to have contributed equally to the final assignment. At the end of each team assignment, team members may be asked to evaluate the participation of their peers. Team members that receive low participation marks will see their case evaluated by the instructor, which may lead to a penalty on the final mark for this student.

Group assignments, when submitted, will be taken to reflect the level of understanding of all students

For clarity, here are some examples of unacceptable collaboration:

- Obtaining, distributing or receiving unauthorized academic material without the express consent of the course instructor
- Sharing unauthorized course-related materials via hard-copy, email, social media or Moodle
- Using Moodle email lists to sell or distribute unauthorized academic material