

ITT Technical Institute
MG4550
Management of Business Teams
Onsite Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 45 (45 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: MG3250 Trends in Leadership or equivalent

Course Description:

This course examines methods used to manage business teams in which all participants may not be at the same location. Emphasis is on managing both internal and external teams, empowering team members, cooperation and competition, and problem solving techniques.

Where Does This Course Belong?

This course is a core course in the Business Management bachelor's degree program.

This program exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students are exposed to a variety of concepts in marketing, sales, accounting, communications, finance and management. Students are also exposed to teamwork concepts, technology and problem solving.

This course is required for all students in the Business Management bachelor degree program.

NOTE: Refer to the catalog for the state-specific course information, if applicable.

Course Summary

Major Instructional Areas

1. Setting up and running high-performance teams
2. Dealing with problems regarding teams
3. Leadership of high-performance teams
4. Redirecting high-performance teams

Course Objectives

1. Define essential conditions for successful team performance in today's competitive and global business environment.
2. Analyze the responsibilities involved in managing an effective team.
3. Examine how team members communicate and develop collective team intelligence.
4. Evaluate the processes and practices that lead to faulty team decision making.
5. Analyze how leveraging differences creates an opportunity for teams in an organization.
6. Evaluate methods that maximize synergies and minimize threats to performance.
7. Solve problems using the Kaizen approach.
8. Examine individual and team identity, inter-team relationships, and biases associated with intergroup conflict.
9. Analyze the challenges and propose solutions for issues faced by virtual teams.

Learning Materials and References

Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Thompson, L.L. (2011). <i>Making the team: A guide for managers</i> . (4 th ed.). Upper Saddle River, NJ: Prentice Hall.	■	■	

Recommended Resources

Periodicals

- Adkins, B. (2005). Tips for handling conflict. *Fort Worth Business Press*, 18(14), 17.
- Castka, P, Bamber, C, Sharp, J. & Belohoubek, P. (2001). Factors affecting successful implementation of high performance teams. *Team Performance Management*, 2001, (7). 8
- Daniels, L & Davis, C. (2009). What makes high-performance teams excel? *Research Technology Management*, 52 (4), 40-45.
- Davies, A. (2003) Importance of making correct decisions: Part one: Factors involved in decision making. *Mining Engineer*, 55 (7), 7.
- Fernberg, P. M. (1999). Pulling together can resolve conflict. *Occupational Hazards*, 61(3), 65-65-67.
- Field, A. (2009). Diagnosing and Fixing Dysfunctional Teams. *Harvard Management Update*, 14(3), 1
- Guttam, H. (2008). Leading high-performance teams. *Chief Executive*, 2008 (231), 33.
- Joy, L. (1997). An innovative appraisal /reward strategy for high-performance teams. *Hospital Material Quarterly*, 1997(19), 2.
- Meyers, S. (2006). Standardizing safety. (2006). *Trustee* 59.7 (Jul/Aug 2006) 12, (24). 21.

Professional Associations

- American Management Association: www.amanet.org
- National Management Association: <http://nma1.org/>

ITT Tech Virtual Library (accessed via Student Portal)

Books24x7>

- Association for Manufacturing Excellence. (2007). *Lean Administration: Case Studies in Leadership and Improvement*.
- Atwood, C. (2008). *Managers Skill Training, ASTD*: Chapter 12: Activities 12:11 and 12:12
- Coleman, D. (2009). *42 Rules for Successful Collaboration*.
- DeRosa, M. & Lepsinger, R. (2010). *Virtual Teams Success: A Practical Guide for Working and Leading from a Distance*.
- Hackman, R. (2011). Collaborative Intelligence: Using Teams to Solve Hard Problems.
- Shapiro, D. Von Gilnow, M. & Cheng, J. (2005), *Managing Multinational Teams: Global Perspectives*, *Advances in International Management*.

School of Study> School of Business> Recommended Links>

- Management> SHRM Online
- Management> Free Management Library
- Ethics> BELL: The Business Ethics Link Library

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Team building
- Kohler Effect
- Virtual teams
- Management coaching
- Absorptive Capacity
- Conflict Intervention
- Kaizen 5Ss
- Convergent and divergent thinking

Course Plan

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"> ▪ Do take a proactive learning approach. ▪ Do share your thoughts on critical issues and potential problem solutions. ▪ Do plan your course work in advance. ▪ Do explore a variety of learning resources in addition to the textbook. ▪ Do offer relevant examples from your experience. ▪ Do make an effort to understand different points of view. ▪ Do connect concepts explored in this course to real-life professional situations and your own experiences. 	<ul style="list-style-type: none"> ▪ Don't assume there is only one correct answer to a question. ▪ Don't be afraid to share your perspective on the issues analyzed in the course. ▪ Don't be negative about the points of view that are different from yours. ▪ Don't underestimate the impact of collaboration on your learning. ▪ Don't limit your course experience to reading the textbook. ▪ Don't postpone your work on the course deliverables – work on small assignment components every day.

Course Outline

<p>Unit 1: TEAM BASICS</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Describe the characteristics and purpose of the four types of teams. • Evaluate teamwork myths with substantiated examples. • Using the ITT Tech Virtual Library, identify current team trends and reconcile with team leader surveys. • Design an appropriate team authority structure for the four main business objectives. • Assess personal teambuilding skills by rating and listing evidence from personal experience. 				<p>Out-of-class work: 4 hours</p>
<p>READING ASSIGNMENT</p>	<p>GRADED ACTIVITIES / DELIVERABLES</p>			
	<p>Grading Category</p>	<p>Activity/Deliverable Title</p>	<p>Grade Allocation (% of all graded work)</p>	
<ul style="list-style-type: none"> • Thompson, Chapter 1 	<p>Assignment</p>	<p>Unit 1 Assignment 1 : Team Trends, Structure, and Personal Assessment</p>	<p>3%</p>	

<p>Unit 2: TEAM PERFORMANCE, PRODUCTIVITY, AND APPRAISAL</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Describe examples of the three team contexts. • Provide evidence and examples for Knowledge, Skills, Abilities (KSAs) as conditions for successful team performance. • Apply the Kohler Effect and the Flow Experience of motivation to a business team. • Design coordination strategies to kick off a team in a specific business application. • Recommend solutions for Rater bias in appraisals. • Debate key issues in team compensation and reward with business examples. • Outline the structure of an appraisal system for a specific team that is legally defensible and follows the chapter's Guiding Principles. 			<p>Out-of-class work: 9 hours</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Thompson, Chapters 2-3; Appendix 4 • ITT Tech Virtual Library> Periodicals> EbscoHost (all): <ul style="list-style-type: none"> ○ Castka, P., Bamber, C., Sharp, J., & Belohoubek, P. (2001). Factors affecting successful implementation of high-performance teams. <i>Team Performance Management</i>, 2001, (7). 8 ○ Daniel, L & Davis, C. (2009). What makes high-performance teams excel? <i>Research Technology Management</i>, 52 (4), 40-45. ○ Joy, L. (1997). An innovative appraisal /reward strategy for high-performance teams. <i>Hospital Material Quarterly</i>, 1997(19), 2. 	Assignment	Unit 2 Assignment 1: Team Performance, Productivity and Appraisal	3%

<p>Unit 3: TEAMWORK ACROSS DISTANCE</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Analyze examples of virtual business teams, identifying the associated model. • Research examples of information technology social behavior and predict the impact on team productivity. • Debate the key issues of an alternative virtual team vs. shared office space. 			<p>Out-of-class work: 9 hours</p>
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<ul style="list-style-type: none"> Using a real business scenario, create a strategy to overcome threats to team productivity and enhance performance. In a team meeting, apply facilitation strategies to overcome cultural value differences. Assess personal ability to facilitate team change. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Thompson, Chapter 13 ITT Tech Virtual Library> Books> Books24x7: <ul style="list-style-type: none"> Shapiro, D., Von Gilnow, M., & Cheng, J. (2005). <i>Managing Multinational Teams: Global Perspectives, Advances in International Management</i>. Chapter 1 DeRosa, M. & Lepsinger, R. (2010). <i>Virtual Teams Success: A Practical Guide for Working and Leading from a Distance</i>. 	Assignment	Unit 3 Assignment 1: Virtual Team Models, Behaviors, and Facilitation	3%
	Presentation	Unit 3 Presentation 1: Facilitation and Presentation of Course Concepts (Teams 1 and 2)	7%

<p>Unit 4: TEAM NETWORKING AND LEADERSHIP</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Identify business examples of team relationships and common roles. Debate key issues in networking with substantiated business examples. Analyze personal social capital and devise a plan for expanding personal value. Compare and contrast leadership vs. management in team building scenarios. Apply and evaluate leadership styles to various team situations. Evaluate scenarios from a team coaching perspective with suggestions for techniques to leverage power, influence, and delegation. Assess personal leadership styles with examples and advantages/disadvantages. 			<p>Out-of-class work: 9 hours</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Thompson, Chapters 10 – 11 ITT Tech Virtual Library> Books> Books24x7: <ul style="list-style-type: none"> Hackman, R. (2011). <i>Collaborative Intelligence: Using Teams to Solve Hard Problems</i>. 	Assignment	Unit 4 Assignment 1 : Networking and Leadership Styles and Approaches	3%
	Presentation	Unit 4 Presentation 1: Facilitation and Presentation of Course Concepts (Continued with Teams 3 and 4)	(Continued from Unit 3)
	Project	Unit 4 Project 1: Case Study: Multinational Teams	2%

Chapter 9			
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<p>Unit 5: DESIGNING THE TEAM</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Identify and organize the tasks required for a specific team structure. From a set of team goals and tasks, design the appropriate skills and diversity needed. Develop diagrams or charts of appropriate team structure and norms to achieve the goals. Evaluate team structure (tasks, people, and process) against the necessary conditions for effective teams. Assess personal application of the 4Ps meeting management mode to team meetings Debate key issues in team compensation and reward with business examples. 			<p>Out-of-class work: 9 hours</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Thompson, Chapter 4 Thompson, Appendix 1 ITT Tech Virtual Library> Books> Books24x7: <ul style="list-style-type: none"> Coleman, D. (2009). <i>42 Rules for Successful Collaboration: Rules 1-9</i> Association for Manufacturing Excellence. (2007). <i>Lean Administration: Case Studies in Leadership and Improvement: Chapter 2</i> 	Assignment	Unit 5 Assignment1: Tools for Meeting Management, Evaluation, and Appraisal	3%
	Quiz	Unit 5 Quiz 1	3%
	Project	Unit 5 Project 2: Case Study: Compensation, Structure and Skill Set	2%

<p>Unit 6: TEAM IDENTITY, TEAM MIND</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Apply elements of group identity, potency, and mood/emotion to a sample current business team. Suggest and plan the implementation of activities for building group cohesion, trust and development. Analyze and adjust team roles in a business team situation. Rate examples of direct and indirect communication for improving Absorptive Capacity on teams. Design a solution for information sharing and collective intelligence for a business team situation. Debate three team development and training strategies to achieve optimum 			<p>Out-of-class work: 9 hours</p>
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impact.			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Thompson, Chapters 5-6 	Assignment	Unit 6 Assignment 1: Group Identity, Cohesion, and Team Development	3%
	Project	Unit 6 Project 3: Case Study: Team Identity, Communication, and Development	2%

<p>Unit 7: TEAM DECISIONS, PITFALLS, AND SOLUTIONS</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Classify examples of individual vs. group decision-making in actual task management situations. Analyze group decisions for individual cognitive effort, social effort and overall impact. Resolve the 5 Decision Pitfalls with substantiated recommendations. Apply principles of group facilitation in team meetings. 			<p>Out-of-class work: 9 hours</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Thompson, Chapter 7, Appendix 2: Tips for Facilitators 	Assignment	Unit 7 Assignment 1: Decision-Making and Facilitation Tools and Techniques	3%
	Project	Unit 7 Project 4: Case Study: Decision-Making, Pitfalls and Principles	2%
	Quiz	Unit 7 Quiz 2	3%

<p>Unit 8: CONFLICT IN TEAMS: LEVERAGING DIFFERENCES</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Compare three types of conflict and their impact on team performance. Provide sample team management solutions for proportional, perceptual, real, and symbolic conflict. Analyze conflict scenarios for appropriate management response and intervention. Evaluate influences of norms, minority and majority influence and cross-functional team structure on team conflict. Apply three principles (Wageman and Donnenfeld) of conflict intervention to an actual team conflict. Apply the 5Ss Kaizen principles to team conflict and estimate performance results. 			<p>Out-of-class work: 9 hours</p>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Thompson, Chapter 8 • ITT Tech Virtual Library> Periodicals> EbscoHost (all): <ul style="list-style-type: none"> ○ Meyers, S. (2006). Standardizing safety. (2006). Trustee 59.7 (Jul/Aug 2006) 12, (24). 21. 	Assignment	Unit 8 Assignment 1: Team Conflict, Communication, and Management	3%
	Project	Unit 8 Project 5 : Case Study: Conflict and Kaizen	2%

<p>Unit 9: CREATIVITY: MASTERING STRATEGIES FOR HIGH PERFORMANCE</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Classify business examples of innovation and creativity by conceptual domains. • Demonstrate application of creativity-boosting strategies in a team meeting. • Recommend solutions to creativity barriers in a business team example. • Apply Kaizen, team development and creativity techniques to a current business team problem. • Assess personal facilitation techniques. 			<p>Out-of-class work: 9 hours</p>
<p>READING ASSIGNMENT</p>	<p>GRADED ACTIVITIES / DELIVERABLES</p>		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Thompson, Chapter 9 • ITT Tech Virtual Library> Periodicals> ProQuest Health Management: <ul style="list-style-type: none"> ○ Guttman, H. (2008). Leading high-performance teams. <i>Chief Executive</i>, 2008 (231), 33. 	Assignment	Unit 9 Assignment 1: Facilitation and Evaluation to Overcome Barriers to Team Success	3%
	Quiz	Unit 9 Quiz 3	3%
	Project	Unit 9 Project 6: Case Study: Kaizen and High-Performing Teams	2%

<p>Unit 10: INTERTEAM RELATIONSHIPS</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Describe personal and team identities and their sources, with examples. • Debate key contentions in team relationships, substantiated with facts and examples. • Analyze and present current cases identifying the interteam conflict and biases. • In a team meeting environment, demonstrate facilitation strategies to reduce conflict with measured results. • Assess personal ability to facilitate team relationship strategies and measure results. 			<p>Out-of-class work: 9 hours</p>
<p>READING ASSIGNMENT</p>	<p>GRADED ACTIVITIES / DELIVERABLES</p>		

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Thompson, Chapter 12 	Journal	Unit10 Journal 1: Team Management Tool Kit (PORTFOLIO)	15%
	Project	Unit 10 Project 7: Case Study: Implementation Guide and Presentation	9%

Unit 11: REVIEW, FINAL EXAM AND PROJECT PRESENTATIONS			
			Out-of-class work: 5 hours
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> None 	Journal	Unit11 Journal 2: Team Management Tool Kit-Presentation (PORTFOLIO)	5%
	Exam	Final Exam	16%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignment	27%
Project	21%
Journal	20%
Presentation	7%
Quiz	9%
Exam	16%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

End of Syllabus