

YORK UNIVERSITY
SCHOOL OF HUMAN RESOURCES MANAGEMENT
MANAGING EFFECTIVE GROUPS AND TEAMS
HRM 4495 M 3.0 (Winter 2022)

Class Time: Wednesday, 16:00-19:00
Location: ACW 209

Instructor: Dr. Gordon Wang
E-Mail: gordwang@yorku.ca
Office: Atkinson 121
Office Hours: By appointment

COURSE OBJECTIVES:

This course provides students with an understanding of the systematic methods that HR professionals can use to design, develop and manage high-performance groups and teams in organizational settings. Using experiential learning activities, real life case studies, self-reflection assignments, and group projects, students are invited to critically think of the appropriate team composition, performance appraisal, communication, decision making, conflict handling, leadership, and engendering an organizational environment for collaboration and innovation. Students will leave the course with an enhanced comprehension of how to manage groups and teams toward achieving organizational goals.

PREREQUISITES:

AP/ADMS 1000 3.00, AP/ADMS 2400 3.00, and AP/HRM2600 3.00. Course credit exclusions: None.

Students are personally responsible to ensure that they have the required prerequisites as stated in the course outline. Students who do not have the prerequisites are at risk of being dropped from the course at any time during the course. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of the appropriate prerequisites.

REQUIRED TEXT:

Thompson, L. (2018). Making the Team: A Guide for Managers (6th ed.). Pearson Education.

Note Regarding Assigned Readings

It is your responsibility to ensure that you read the material from the textbook and any other readings that are assigned. At times, I will lecture particularly important, difficult, and/or interesting text materials and at other times my lectures will cover materials that are not in the textbook. Therefore, you will be in a better position to learn and engage in the lecture if you have first read the assigned text.

COURSE CONTENT:

Date for Class	Topic	Chapter(s)
January 12	Course Introduction, and Types of Groups and Teams	Chapters 1 & 10
January 19	Designing the Team	Chapter 2
January 26	Leading Teams (Students to Form into Groups)	Chapter 3
February 2	Team Cohesion and Trust	Chapter 4
February 9	Performance and Productivity	Chapter 5
February 16	Team Communication and Networking	Chapters 6 & 11
February 23	Reading Week, No Class	

March 2	Writing Self-Reflection Journal, No Lecture	<i>Self-Reflection Journal Due at 19:00, March 2</i>
March 9	Team Decision Making	Chapter 7
March 16	Managing Team Conflict	Chapter 8
March 23	Creativity and Innovation in Teams	Chapter 9
March 30	Virtual Teamwork and Multicultural Teams	Chapters 12 & 13
April 6	Group Presentations and Wrap-Up	<i>Group Project Report Due at 16:00, April 6</i>
TBA	Comprehensive Exam (Based on Chapters 1-13)	

Note: The instructor reserves the right to change or alter the course outline/syllabus/materials with a sufficient notice to students. On occasion, the instructor may add additional readings for a specific class, if he deems it necessary for the better understanding of the topic.

COURSE EVALUATION:

Class Participation:	20%
Individual Reflection Journal (Mid-Term Assignment):	15%
Group Project:	30%
Comprehensive Exam:	35%

All final grades will be reviewed by the School of Human Resources Management. The School reserves the rights to modify them in order to maintain high standards.

Class Participation: 20%

Due to the nature of this course, class participation is essential. Students will be expected to read the assigned text on time and come prepared for class. In-class experiential learning activities will be deeper and more insightful if students have all come to class to participate. Students will be awarded points for each class based on the quality of participation. Details will be provided in class.

Individual Reflection Journal (Mid-Term Assignment): 15%

You are asked to write a reflection journal to think about, document and explore what, why and how you learn from the course (especially those in-class learning activities).

The format of the individual reflection journal is 1200 -1500 words, double spaced, 1" margins on all sides, and 12-point Times New Roman font. The individual reflection journal will be evaluated on style (grammar, etc.) and content (the extent and quality of self reflection). Details will be provided in class.

Group Project: 30%

The class will be formed into groups of 4-5 students in the third class. Each group will do research on a given topic relevant to the course and prepare a research report.

The group assignment has two components: a written research report (20%) and presentation (10%).

The written report must be submitted to the Professor before the group presentation. The format of the report is 3,000-3,300 words (excluding any appendices or references), double spaced, 1" margins on all sides, and 12-point Times New Roman font. The report must include a list of articles cited, using the APA

style. The report will be evaluated on style (grammar, etc.) and content (the extent and quality of research, analysis, and recommendations).

Each group will present its research report at the end of semester. Details will be provided in class.

Comprehensive Exam: 35%

The final exam will be held during the formal examination period for the semester. It is imperative that students attend the comprehensive exam since **there will be no other alternative date to write the comprehensive exam.**

The comprehensive exam is open-book and cumulative. The format will be a comprehensive case study. Details will be provided closer to the exam date.

IMPORTANT YORK POLICIES:

Academic Honesty (Senate Policy)

LA & PS as a Faculty considers breaches of the Senate Policy on Academic Honesty to be serious matters. To quote the Senate Policy on Academic Honesty:

The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <http://www.yorku.ca/academicintegrity/tutorial.htm>

Grade Component Deadline (Senate Policy)

The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first two weeks of classes. Please see Important Dates at:

<http://www.registrar.yorku.ca/importantdates/fw05.htm>

Graded Feedback Rule (Senate Policy)

Under normal circumstances, some graded feedback worth at least 15% of the final grade for Fall, Winter or Summer term, and 30% for 'full year' courses in the Fall/Winter term should be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

- graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations;
- practicum courses;
- ungraded courses;

- courses in Faculties where the drop date occurs within the first three weeks of classes;
- courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of one credit hour per two calendar weeks or faster).

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.

For more information on the Graded Feedback Rule, please visit:
<http://www.yorku.ca/secretariat/legislation/senate/gradfeed.htm>

20% Rule (Senate Rule)

No examination or test worth more than 20 % of the final grade will be given during the last two weeks of classes in a term, with the exception of classes which regularly meet Friday evenings or on the weekend (Saturday and/or Sunday at any time). For further information on the 20% Rule, please visit:
<http://calendars.registrar.yorku.ca/examschedules/examinfo/twentypercent.htm>.

For further information on examination scheduling, please see "Notes" in the table:

Reappraisals

For reappraisal procedures and information, please visit the Office of the Registrar site at:
<http://www.registrar.yorku.ca/services/policies/grade.htm>

Deferred Standing

Students who have experienced a misfortune or who are too ill to attend an examination in a course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: http://www.registrar.yorku.ca/services/ds_faq.htm

Students with Special Needs (Senate Policy)

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. **Please alert the Course Director as soon as possible should you require special accommodations.** For more information please go to:
<http://cds.info.yorku.ca/>