MANAGING EFFECTIVE GROUPS AND TEAMS

Course Director: Althea Gordon
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Time: Thursday, 2:30 pm. – 5:30 p.m.
Location: S105

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 for ensuring 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 RESOURCES

TEXT*:* Thompson, L. (2018). Making the Team: A Guide for Managers (6th ed.). Pearson Education. ISBN 9780134484204 is available at the Bookstore.

ASSIGNED READING

Course material will be presented using a variety of teaching methods to encourage interaction, participation, and personal reflection on the relevance and application of the content. Lectures will be coupled with cases, discussion, and experiential activities to facilitate the understanding of the concepts of the course and demonstrate their application to real-life situations. Preparing for class requires reading the cases and assigned textbook chapters; taking comprehensive notes; and formulating opinions and questions to articulate in plenary and small team discussions.

Additional Readings: The instructor reserves the right to add an additional reading for a specific class if he/she deems it necessary for better understanding of the topic or to make minor changes to the sequence of readings. These changes/readings will be announced in advance and posted on the course website.

*Class schedule may be changed at the discretion of the instructor.

SESSION	TOPIC	Chapter/Deliverables
Week 1 Sept 7	Course Introduction Building the Team	 **Chapter 1**
Week 2 Sept 14	Designing the Team Leading Teams	**Chapter 2 & 3**
Week 3 Sept 21	 Team Cohesion and Trust	**Chapter 4**
Week 4 Sept 28	Performance and Productivity	**Chapter 5**
Week 5 Oct 5	Mid-Term Exam	Mid-Term Exam (In class)
READING WEEK		
Week 6 Oct 19	Team Communication and Collective Intelligence	**Chapter 6**
Week 7 Oct 26	Team Decision Making Managing Team Conflict	**Chapter 7 & 8**
Week 8 Nov 2	Creativity and Innovation in Teams	**Chapter 9** **Learning Journals due**
Week 9 Nov 9	Subgroups and Multi-Teams	**Chapter 10**
Week 10 Nov 16	Team Networking and Social Capital	**Chapter 11** **Individual paper due**
Week 11 Nov 23	Virtual Teams	**Chapter 12**
Week 12 Nov 30	Final Exam	**Final Exam (In class)**

EVALUATION

Mid-term Exam	30%
Reflection Journals	20%
Research Paper	30%
Final Examination	20%

Midterm Exam 30%

The midterm exam will be held during class time covering chapters 1 – 5 only. The format is still to be determined. There will be no alternative dates to write a make- up exam.

Reflection Journals: 20% Due Nov. 2

You will maintain a total of **4 reflective journals** from in class discussions which focus on your practicum experiences.

Your journals will thoughtfully relate the descriptive, reflective, and analytic aspects of your experiences and your learning in class. The journals will be considered confidential and will NOT be shared.

Through this deliberate cognitive activity, you have the potential to intentionally connect thoughts, feelings, and experiences related to the learning activity in which you are engaged. Journal writing is an intentional reflective design strategy that has been used in traditional learning environments. It will facilitate your integration of new information into what can often be purely academic work. This will also enhance the development of insight; promote cognitive awareness and critical thinking. Below is a sample of reflective questions you may ask yourself. Below ae some questions to stimulate your thoughts. You do not need to answer any or all these questions.

• What would you say was the most important thing you learned because of the session?
• What are your thoughts about the topics covered?
• How might or will you use what you have learned today?
• How can you take what you learned and apply it to...?
• Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Each journal should be 2-3 double-spaced pages; 12-point Times New Roman font; 1" margins on all sides; (2-3 pages each journal entry). This is to be submitted in ONE (1) document only. There will be no extensions. The individual reflection journal will be evaluated on style (grammar, etc.) and content (the extent and quality of self-reflection).

Research Paper: 30% Due Nov. 16

You will research a current issue facing organizations, in Canada or elsewhere, related to this course. There are multiple sources of information: the news/press, journals, managers and employees, your own experiences, academic journals, and so on. You are to research an issue and come up with recommendations on how to manage that issue/problem. Use of peer reviewed journals is encouraged.

Below is a format suggestion only.

• An introduction and purpose of your paper (1 page).

• Background of the problem and review/analysis of related information/what you found (6 - 7 pages).

• Your recommendations on how organizations can manage the issue (3 pages)

• Bibliography

Your written paper should be approx. 10 - 12 pages, excluding your bibliography. (Arial or Times New Roman, 12 pitch, with 1" margins: double-spaced). You must include a bibliography of articles cited, using the APA style. Your paper will be judged on style (grammar, etc.) and content (the extent and quality of your research, and analysis).

Final Examination (20%): The final exam will take place during the twelfth and final class of the term. More details to follow.

CLASS PROTOCOL

Personal Technology

It is understood that there are pedagogical reasons for laptops to be used in class. You are encouraged to use your laptop in ways that will enhance, and not detract from, your classroom experience and the experience of those around you. Note that there will be times (e.g. during class discussions) when I will expect your laptops to be down.

STANDARDS OF PERFORMANCE

It is expected that the student will attend every class on time and stay for the entire session. It is expected that the student will have completed the assigned readings and other preparation prior to class so that the student can be actively involved in class exercises and discussions**.**

Examination and Participation Policy

Examination results and the quality of assignments will determine the student's grade. It is expected that the student will write the final exam on the scheduled day, time, and location. There will be no make-up exams. The student will be assigned a grade of 0 for missing the final exam. The only exception to the above rule may be granted in case of serious illness or extenuating circumstances at which time students are asked to notify the professor immediately, and extensive written proof of the situation (valid doctor's note etc.) will be required.

All final grades will be reviewed by the School of Human Resource Management and the School Reserves the right to modify them in order to maintain high standards.

Course Policy on Student Use of Generative Artificial Intelligence (AI)

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created through the use of generative AI tools will be considered a violation of York University's *Senate Policy on Academic Honesty*. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance. For more information, please review AI Technology & Academic Integrity: Information for Students.

IMPORTANT YORK POLICIES:

>   **Academic Integrity**
>   As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies supports the International Center for Academic Integrity's definition of academic integrity. That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility. Here is how you can demonstrate academic integrity in the completion of this course:
>   - **Respect the ideas of others**: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting,

paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons, or by visiting the Writing Centre or ESL Open Learning Centre.

- **Respect your peers**: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on third-party content-sharing websites, such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.

- **Respect your course instructor(s)**: Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission. That can be considered an act of cheating.

- **Respect yourself**: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practicing a valuable professional skill that is important in all workplaces.

- **Take responsibility**: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the *Senate Policy on Academic Honesty*. Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

Academic Honesty (Senate Policy)
http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/

Breaches of the Senate Policy on Academic Honesty are 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

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

Accommodation Procedures:

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

Deferred Standing Request for HRM courses:
http://shrm.laps.yorku.ca/students/deferred-exam-request/

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 accommodation.**

Other useful links:

1. Religious Observance:
 https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs
2. Grade Scheme and Feedback (Policy): http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/
3. Student Rights and Responsibilities: http://oscr.students.uit.yorku.ca/student-conduct
4. Academic Accommodation for Students with Disabilities: http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/
5. Academic Honesty: http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/
6. Counselling & Disability Services: http://cds.info.yorku.ca/
7. Alternate Exam/Testing Scheduling Centre: http://altexams.students.yorku.ca/