MGMT 464- Teamwork and Interpersonal Skills  
Spring 2016

Professor: Dr. Victoria M Grady, Assistant Professor of Business Administration  
Email: vgrady3@gmu.edu  
Office: Enterprise Hall, Room 213, Management Suite  
Office Hours: By Appointment  
Cell Phone for Text: +1 703.577.2741

Required Texts:

Other Required Articles: Other readings may be provided during the semester either via link through Blackboard or via the online database at GMU Library.

Course Description:
This course will provide you with concepts and tools to help you understand and manage human behavior in teams and work groups. The knowledge and skills you develop in this course will be critical to you as you manage your relationships with co-workers, bosses, and subordinates; manage, design and change the teams or groups you belong to; and work to achieve your goals in complex and dynamic organizational settings. Ultimately, the knowledge and skills you develop in this course can help you to become a more effective contributor in any team, group or organization that you join.

Course Objectives:
This course has three primary objectives.

1. To help students become familiar with contemporary theories and research findings about teams, their function and their management,  
2. To give students experience with the functions managers need to perform: Evaluation of complex situations, delegation of tasks, presentation of knowledge (written and oral), persuasion of others and defense of your argument.  
3. To help students think more effectively—that is, to know how to perceive, interpret, and judge information in such a way that one can be confident in their recommendations, and be able to learn how to improve their knowledge.
Course Requirements:
Grades will be based on the following:
Reaction Paper  10%
Mid-Term Exam  20%
Final Exam  20%
Team Case Project  30%
(Paper=20 %  Pres= 10%)
Team Evaluation  5%
Class Participation  15%

Total  100%

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Week 1- Aug 30</td>
<td>Introduction</td>
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<td>Chapter 1</td>
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<td>Class Activity: Pre-Test</td>
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<td>Class Activity: Ben and Jerry’s Team Pitch</td>
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<td>2</td>
<td>Week 2- Sept 6</td>
<td>Team Structure and Characteristics and Decision Making</td>
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<td>HBR Article: The New Science of Building Teams</td>
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<td>Chapter 4</td>
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<td>Chapter 6</td>
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<td>Video: The Abilene Paradox</td>
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<td>Class Activity: Team Charter Team Pitch</td>
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<td>3</td>
<td>Week 3- Sept 13</td>
<td>Coordination and Communication</td>
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<td>Activity: Whose Office is it Anyway?</td>
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<td>In a physical office, employees could walk pass each other’s cubicle and see decorations, family photos and other personal trinkets that revealed something about their personalities. This is impossible in a virtual office where individualized space is unknown. In this activity, the office manager or team leader collects photos from each team member of their virtual office space. Through screen share or other alternative, each photo is shown to the team and the others have to guess who’s remote office it is based on the personality of the work space. It’s a fun way of getting an intimate look at each other’s remote lifestyles while getting to know each other.</td>
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<td>Create 2-3 summary slides to present at next class.</td>
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<td>4</td>
<td>Week 4- Sept 20</td>
<td>NOTE- We will begin class with the presentation of EACH team re: the virtual activity last week.</td>
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<td>HBR Article: Why Teams Don’t Work: An</td>
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<td>Week 5-Sept 27</td>
<td>Decision Making (Cont)</td>
<td><strong>Group Presentations</strong> Chapter 7 <strong>Discussion</strong>: Mental Models <strong>HBR Article</strong>: Building the Emotional Intelligence of Groups Chapter 8 and Chapter 9 <strong>HBR Article</strong>: The Discipline of Teams <strong>Class Activity</strong>: Starbucks Pitch Reaction Paper #1 Due Exam Review</td>
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<td>Week 6-Oct 4</td>
<td><em>Mid-Term</em></td>
<td><strong>In-Class</strong></td>
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<td>Week 7-Oct 11</td>
<td><strong>Group Presentations</strong></td>
<td>NOTE- We will begin class with the presentation of EACH team re: the virtual activity last week. Mid-Term Exams Returned with Discussion <strong>Group Presentations</strong> Chapter 3 <strong>Class Activity</strong>: What Motivates You? <strong>Daniel Pink TED Talk</strong> <strong>Dan Ariely TED Talk</strong> <strong>Group Presentation</strong></td>
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<td>Week 8-Oct 18</td>
<td>Motivation, Rewards, and Incentives</td>
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<td>Week 9-Oct 25</td>
<td><strong>Activity</strong>: What is a Word Cloud? Create A Word Cloud Virtually. Each group should choose a middle word from the topics we have discussed in class up to this class date. The team may use any medium for collaboration and creation of the Word Cloud. Suggestions include Skype, Dropbox, Google Drive, Conference Call, or others. Create a 2-3 PPT slide presented to the class.</td>
<td>Video: 12 Angry Men <strong>HBR Article</strong>: The Power of Small Wins</td>
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<td>Week 11-Nov 1</td>
<td>Power and Influence</td>
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| Week 12- Nov 8 | Leadership and Management | Chapter 11  
|----------------|---------------------------|-----------------------------------------------  
|                |                           | **Exercise:** Is there a Difference Between Leadership and Management?  
|                |                           | Commencement Address: UT Austin, Admiral McRavens  
|                |                           | [https://www.youtube.com/watch?](https://www.youtube.com/watch?)  
|                |                           | **HBR Article:** Eight Ways to Build Collaborative Teams  
|                |                           | **Class Activity:** University Hospital Pitch  
|                |                           | **Group Presentations**  

| Week 13- Nov 15 | Self-Managing Teams  
|-----------------|----------------------  
|                 | Multi-Team Environment  
|                 | Chapter 12 and 13  
|                 | **Class Activity:** Yahovia Pitch  
|                 | **Class Activity:** Alien Machine Pitch  
|                 | **HBR Article:** Managing Multicultural Teams  
|                 | **Final Team Paper Due**  
|                 | **Group Presentation**  

| Nov 22 | Virtual Activity | Activity: As a virtual team, create an organizational standard operating procedure (SOP) to be presented to your leadership that will support the successful integration of virtual communication.  
|--------|-----------------|-------------------------------------------------------------------------------  
|        |                 | Create a 2-3 slide PPT presentation to be presented to the class at the next face to face meeting.  

| Week 14- Nov 29 | NOTE- We will begin class with the presentation of EACH team re: the virtual activity last week.  
|-----------------|Conference Call in Real-Life  
|                 | [https://www.youtube.com/watch?v=DYu_bGbZiiQ](https://www.youtube.com/watch?v=DYu_bGbZiiQ)  
|                 | Email in Real-Life  
|                 | [https://www.youtube.com/watch?v=HTgYHHKs0Zw](https://www.youtube.com/watch?v=HTgYHHKs0Zw)  
|                 | **Class Activity:** Post-Test--Gonna Blow!!!  

| Week 15- Dec 6 | Final Exam Review  
|----------------|-------------------  
|                | Final Exam: TBA  


Assignments

Reaction Paper: There is a reaction paper due during the semester. Please note the due date listed on the syllabus in the third column of the schedule table. The reaction paper is unique and should be considered an independent assignment. Each student can choose from the first four HBR Articles list on the syllabus. Real world examples from your personal experience should be used in each analysis and can be carried forward from one topic area to the next. The reaction papers should not exceed 3 pages in length and should include at least 4 references beyond the textbook. More discussion will be provided during the first class. See Rubric posted on Blackboard.

Term Project and Presentation: This is a TEAM Project. The teams will be assigned the first week of class based on enrollment. This assignment will be due in two increments.

Each student team will choose one of the subjects listed on the syllabus schedule table under “Topic” and prepare a 45 minute presentation/class discussion that analyzes the topic and adds Team’s unique perspective. The format is up to each group, but should be approved by the professor in advance. The goal of this assignment is not only to introduce/review additional literature on the highlighted topic, but also further our understanding of the process and impact of Teams on the organization. A classroom activity to illustrate the topic must be part of the presentation.

All Students should present in writing to the Professor no later than September 13 a short description of the Team Project to be discussed, written and presented to the class. Please include a list of the team members and choose a team name.

The first is a formal team paper outlining the specifics of the case. The case study, supporting facts, and analysis should be approximately 10 double spaced pages in length. The Final Paper will be due via a paper copy to the professor. However, the papers can be submitted earlier.

The deliverable for the second part of the assignment will be based on a PowerPoint (PPT) Presentation and the successful facilitation of the classroom activity and discussion. The presentation portion will be timed; therefore, it is crucial to the success of this component of the project that the PPT presentation be rehearsed. There will be more flexibility in the class discussion. This portion will be graded based on the ability of the Team to actively engage the class. The PPT presentation MUST include introduction of literature, theories or perspectives on theory that are not part of the text or otherwise covered in class discussion.

**Detailed specific information will be discussed on the first day of class regarding the basis for the case topics appropriate for the assignment. Please note Group Presentations will only be delivered at the class meetings designated on the syllabus. Also note the TEAM EVALUATION is 5% of your overall grade.

Virtual Class Deliverable: The week immediately following each virtual class, the team will present a 2-3 PPT slide deck to the class discussing experience and lessons learned.
Mid-Term and Final Exam: The exams will consist of multiple choice, true false and short answer questions. The objective of the exam is to integrate the concepts learned during the semester in a format that demonstrates a basic proficiency in the management literature discussed.

Grading Scale:

\[
\begin{align*}
A &= 94-100; & A- &= 90-93; & B+ &= 87-89; & B &= 84-86; & B- &= 80-83; & C+ &= 77-79; & C &= 73-76; \\
C- &= 69-70; & D+ &= 65-68 & D &= 61-64; & F &= 60 \text{ and below.}
\end{align*}
\]

Technology Expectations

Please turn OFF or silence (i.e., no vibrate either) ALL cell phones before entering the classroom. Do NOT text or have your phone in front of you during class. If students use laptops, they should be for course-related purposes only (i.e., Facebook can wait until after class). Violation of this policy WILL impact participation grades.

Attendance and Participation

This course is NOT designed to be a purely lecture course. My expectation is that each student bring a unique perspective on each topic discussed. You should be prepared to share that experience each week. In the event that you are unable to attend class, a brief email discussion of your thoughts on the topic for the week will cover your absence in the class discussion. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation is a factor in grading, professor will use absence, tardiness, or early departure as de facto evidence of nonparticipation.

Absence for Religious Observances or Participation in University Activities

Mason encourages its faculty to make a reasonable effort to allow students to observe their religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) without academic penalty. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an excused absence for participation in a university-sponsored activity must provide their instructor with a letter from a university official stating the dates and times that participation in the activity would result in the student missing class. Faculty members are encouraged to take religious observances into consideration when constructing class schedules and syllabi.

Absence from Final Exam

Absences from final exams will not be excused by the instructor except for sickness on the day of the exam. Other causes must be approved by the student’s academic dean or director. The effect of an unexcused absence from an undergraduate final exam shall be determined by the
weighted value of the exam as stated in the course syllabus provided by the instructor. If absence from a graduate final exam is unexcused, the grade for the course is entered as F. See the Additional Grade Notations in the AP.3 Grading section for information on being absent with permission.

All Papers, Exams, or Submitted material must include the words Honor Code: ______________ with your signature. This should be on the front page of all submitted assignments.

George Mason Honor Code
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.

Plagiarism
Below are some definitions of Plagiarism. However, please know that the definitions are also interpreted by the professor(s), meaning that this list is not exhaustive.

- Cutting and pasting from other sources
- Improper and/or lack of proper citations
- Using someone’s ideas, thoughts and/or words without citing
- Using poor paraphrasing
- Submitting someone else’s work as your own
- Copying word for word without citing
- Submitting the wrong document

Cheating
Below are some definitions of Cheating. However, please know that the definitions are also interpreted by the professor(s), meaning that this list is not exhaustive.

- Using or possessing any unauthorized material/assistance in any academic work
- Submitting a paper submitted for another class
- Using cell phones, calculators, notes during an exam
- Obtaining help or information from a friend/classmate without permission
- Accessing sources/information during an on-line exam/quiz
- Giving help or information/work to a friend/classmate
- Having someone use your iClicker
- Signing-in for another classmate or friend
- Purchasing or attempting to purchase an essay/assignment/code/answers
- Using your previous course work and/or old exams
- Sharing work even after the semester is over

Additional Reading List


