COMMUNICATIONS AND TEAM BUILDING
EMGT 522

PSU
Department of Engineering and Technology Management
Winter Term 2003

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MATERIALS

Required:
TH - The Team Handbook, Scholtes, P.R. (Joiner, 1996, 2nd ed.)
TJ - The Team Memory Jogger, (Goal / QPC - Joiner, 1995).
SR - Selected readings.

Optional:
(Blackwell Business, 2000).

PURPOSE
This course presents the critical issues in developing teams for the technology - driven companies.

OBJECTIVES

. Develop the conceptual framework for development of teams in technology companies.
. Integrate teams with strategy / operations / organization / systems / people.
. Learn the "How - to's" of team building and communications.
. Familiarize the students with state-of-the-art research and conceptual articles.

METHODS

To accomplish the above objectives, you will use the conventional methods such as text readings and occasionally lecturing. Since team building builds on interaction, spending time together, and esprit de corp, our focus will be on methods of the class discussions, case studies, in - class projects, team project report, and team project presentation. Briefly, it is the student who is in the center of the stage.

ACHIEVEMENT OF COURSE OBJECTIVES

Your achievement of the course objectives requires participation in the activities listed below.

Individual Work

Text Readings. You are expected to complete all readings before class on the day assigned. The readings are in WT, TH, MJ, TJ, and SR (see Materials, Required).
**Individual Contribution.** You are expected to attend the class and contribute to the class work. Since getting on the air is easy, I encourage you to present your views about the readings and personal experiences about our topics. Do not hesitate - learn by being involved and help others learn. However, if you are shy, I will call upon your name.

**Team Work**

You will be arranged in teams. We will practice what we preach - teamwork and teams.

**Team Case Reports / Write-ups.** The write-ups are on the case study from WT or SR and are marked (T write-up) in the “Tentative Course Outline” on page 3, assignment column. Each team will choose to write up five out of the 11 available. Grading is on an “All (20 points)” or “Nothing (0 points).” Their purpose is to prepare you for the case discussion. The reports are limited to two (2) pages, single - spaced. The report should show your own views on the case combined with your relevant personal experience.

**Presentations.** During the term, each team will be required to present at least a case / reading / tool to the class. This is an unannounced presentation.

**Team Report 1** - **Challenging Task.** See details in the attached appendix.

**Team Report 2** - **Team Self-Diagnosis.** See details in the attached appendix.

**Team Report 2 Presentation.** At the end of the course, your team will deliver a presentation of your team project report 2. The presentation is limited to up to 20 minutes including the 10-minute question and answer period (the time allotments may change depending on the number of teams in class). The point is: I want you to tap your potential and present something valuable to this class. You are to choose format of the presentation. Innovative and creative presentation formats are encouraged (e.g. skit, TV show formats, etc.). In the class meeting preceding one when your team gives the presentation, please turn in the presentation flyer (ask instructor for samples).

**Contributions to Team.** Your team will evaluate you for your performance in team assignments. See attached "Peer Evaluation."

**NOTE:** Each team must evaluate its performance using the “Team Success Survey” form and turn it in to the instructor on a weekly basis. The evaluation will begin with week 1 and end with week 10. The form is in the back of the student packet.

**COURSE GRADING**

<table>
<thead>
<tr>
<th>Individual work</th>
<th>Team work</th>
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<tbody>
<tr>
<td>Individual contribution</td>
<td>Team case reports / write-ups</td>
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<tr>
<td></td>
<td>Team report 1</td>
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<td>Team report 2</td>
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<td>Team report 2 presentation</td>
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| TOTAL POSSIBLE POINTS | 1000 |

## Tentative Course Outline

**EMGT 522**

Communications and Team Building

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/09</td>
<td>Course Overview / Formation of Project Teams / Team Basics</td>
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<tr>
<td>01/16</td>
<td>Why Teams? Pros &amp; Cons</td>
<td>WT Ch. 1, SR 1</td>
<td>SR 1 T write-up</td>
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<td></td>
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<td>TJ Ch. 1, MJ Brainstorming</td>
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<td></td>
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<td>SR 2, TH App. C, p. C-27</td>
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<td>TJ Ch. 2, MJ NGT, Ex. 1</td>
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<tr>
<td>01/23</td>
<td>Understanding Teams</td>
<td>WT Ch. 2, MJ Affinity</td>
<td>Comtech T write-up</td>
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<tr>
<td></td>
<td>What Is A Team?</td>
<td>WT Ch. 3, TJ Ch. 3, MJ Tree</td>
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<td></td>
<td>High - Performance Team</td>
<td>WT Ch. 4 (p.65-72, 79-81)</td>
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<td>WT Ch. 5 (p.85-98, 105-108)</td>
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<td>01/30</td>
<td>From Individual To Team Performance</td>
<td>WT Ch. 6, Ex. 2</td>
<td>D-t-S T write-up</td>
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<td>SR 3, MJ Force Field &amp; ID</td>
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<tr>
<td>02/06</td>
<td>Learning To Work Together</td>
<td>TH Ch. 6.I-6/IV, Ex. 3</td>
<td>SR 4 T write-up, PR 2</td>
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<td>IM p. 19-49 (Optional), SR 4</td>
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<tr>
<td>02/13</td>
<td>Constructive Feedback</td>
<td>TH Ch. 6.V, SR 5</td>
<td>SR 5 T write-up</td>
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<td></td>
<td>&amp; cross-cultural team mgmt</td>
<td>TH Ch. 7.I - 7.III, TJ Ch. 4, Ex. 4</td>
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<td>02/20</td>
<td>Major Team Problems &amp; Distributed Teams</td>
<td>TH Ch. 7.IV, MJ Radar, Ex. 5</td>
<td>SR 6 T write-up</td>
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<td></td>
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<td>SR 6</td>
<td>Team Report 1 due</td>
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<tr>
<td>02/27</td>
<td>Team Leaders</td>
<td>WT Ch. 7 &amp; 8</td>
<td>SR 7 T write-up</td>
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<td>Teams and Performance</td>
<td>WT Ch. 9, SR 7</td>
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<tr>
<td>03/06</td>
<td>Teams and Major Change</td>
<td>WT Ch. 10, SR 8</td>
<td>SR 8 T write-up</td>
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<td></td>
<td>SR 9</td>
<td>SR 9 T write-up</td>
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<tr>
<td>03/13</td>
<td>Team Report 2 Presentations</td>
<td></td>
<td>Team Report 2 due</td>
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</table>

*WT* = Chapters from the text, *The Wisdom of Teams*

*TH* = Chapters from the text, *The Team Handbook*

*TJ* = Chapters from the text, *The Team Memory Jogger*

*MJ* = Individual Tools from the text, *The Memory Jogger II*

*IM* = Chapters from the text, *International Management Behavior*

*SR* = Selected Reading (see next page)

*Ex.* = Exercise (see next page)

*T* = Team effort

*PR* = Teams present their Progress Reports

* Burlington, Comtech, etc. are case studies from WT, in the chapter due that day.*
SELECTED READINGS


LIST OF IN-CLASS EXERCISES AND WHERE TO FIND THEM


2. Session 4: Stages of Team Development, Student packet.

3. Session 5: Amazon, Student packet.


5. Session 7: Roles of Team Members, Student packet.

NOTE: All exercises are done in the class.
STANDARDS FOR CLASS CONTRIBUTION

Class Contribution Ways

Here are some ways that you might consider contributing:

- Providing recapitulations and summaries.
- Making observations that integrate concepts and discussions.
- Citing relevant personal examples.
- Asking key questions that lead to revealing discussions.
- Engaging in devil's advocacy (please be sensitive about this).
- Disagreeing with your instructor so that the difference of opinion serves as both counterpoint and a basis for exploring all sides of a concept, issue, or practice.

Standards for Assessing the Quality of Class Comments

These include:

- Does this comment contribute to class process and peer understanding of the concept under discussion?
- Does this comment enlighten your instructor and/or class members?
- Does it provide a new angle on your instructor's presentation of a concept that makes grasping the point easier?
- Does an example provide a good demonstration of a concept and thus assist others to comprehend the way things work?
- Does someone consistently play the role of "recapper" in a way that effectively paraphrases points?
- Do students make key statements that galvanize the class to wrestle with an issue without help from your instructor?
PEER EVALUATION PROCEDURE

In human organizations it is not uncommon for one's performance, and one's rewards, to be dependent upon the actions and performance of others. This condition will be replicated in this course through the vehicle of team products, which are evaluated by the instructor.

In addition, in organizations we are constantly being evaluated by our peers and frequently teams have the power to give some rewards to individual members. This aspect of organizations will also be replicated in the course through a process of peer evaluation and subsequent adjustment of the team product grade. As outlined below, the individual members of a team may receive different grades for a given product.

The purpose of this replication is not merely to simulate reality but also to highlight several aspects of team functioning. These are:

- Peer evaluation and its impact on a team
- Group pressure, both positive and negative
- The impact of differential rewards on team performances and internal relationships
- Individual influence and potential to resolve problems resulting from disagreements
- The value and impact of open discussion of differing contributions to team performance.

I encourage you to establish explicit criteria for peer evaluation and to openly discuss those evaluations so that each member has the benefit of others' perception of his/her actions.

Method

1. Team projects will be graded by the instructor. Grades will be numerical.

2. Each team will turn in an evaluation sheet the distribution of the grade in terms of the contribution of each individual member. The sheet is due one class meeting before the last session. Each team member shall sign the sheet.

3. Contribution must be indicated by percentage and must average out to 100 percent for the team.

4. The percentage given to any participating individual member can vary between 85 percent and 110 percent.

5. A percentage of 0 must be given to team members who do not participate, for any reason whatsoever, in production of a particular team product. This is the only reason which can be used to assign a 0 percentage for individual contribution. Requests for excuses from participation in a team product can be made to the instructor but will be granted only under exceptional circumstances.

6. If a 0 percentage is assigned to a team member the average of 100 percent for the group will be determined by excluding the absent member (100 percent will be averaged only for active members).

7. The grades (as to the team products) of individuals will be determined by multiplying the team grade times the contribution percentage assigned to the individuals.
TEAM REPORT 1 - CHALLENGING TASK

GOAL

“1 have to work on a real team project in order to be able to do team self-diagnosis.” This summarizes what students in the previous classes complained about when asked to write their team self-diagnosis (Team report 2). At that time, this Team Report 1 was not part of the class requirements. So, to respond to the complaint, I added it.

The goal of this Team Report 1 is: work on a real team project / product that will be challenging enough. Then, in Team Report 2, analyze how your team worked on Team Report 1.

PRODUCT

Your team can choose to write about one of the following topics.


To meet this goal, your team will pick any number of journals from the following list:

1. Academy of Management Journal
2. Academy of Management Executive
3. Academy of Management Review
4. Administrative Science Quarterly
5. California Management Review
6. Columbia Journal Of World Business
7. Group and Organization Studies
8. Harvard Business Review
9. International Journal of Intercultural Relations
10. Journal of Applied Behavioral Science
11. Journal of Applied Psychology
12. Journal of International Business Studies
13. Journal of Management Studies
15. Management International Review
16. Management Science
17. IEEE Transactions on Engineering Management
18. Project Management Journal
22. Technovation
23. Engineering Management Journal
24. Organizational Dynamics

Then, search through the journals to find over 30 papers about the topic. Use the papers to write your report about what you learned from the papers.

FORMAL REQUIREMENTS

Two hard copies of seven *(7)* single-spaced pages with one-inch margins and a copy on the floppy disc. The report must have a paragraph long **executive summary.** Also, attach (1) a list of the papers that your report is based on and (2) one set of copies of all of the papers.

* Criteria for grading the report are described in another appendix attached herewith.
TEAM REPORT 2 - TEAM SELF-DIAGNOSIS

GOAL
Assess how well your team has been working this term on Team Report 1 and other team products and analyze the factors that contributed to or detracted from your team's performance.

PRODUCT
To meet this objective you will have to focus on the behaviors of each team member as well as on the team itself. You will have to practice giving and receiving feedback. It is not acceptable to say that everyone listens to or interrupts everyone else. You must describe specific events.

Describe and explain behavior of team members over the duration of the term. What role did each of you play in the development of your team? What impact did the team have on your behavior? Why did you act the way you did? What were the consequences of your actions? Both describe and explain why these consequences occurred.

Among the issues you should address include:

- The impact of both the formal and informal reward system.
- The level of influence exercised; origins and consequences.
- Team norms and their influence on your behavior and attitudes.
- How you were perceived by others; the origins and consequences of such perceptions.
- Communication patterns and characteristics (including how feelings were handled).
- The impact in-class activities had on your team involvement.
- The impact prior attitudes and perceptions had on your involvement in your team.

STEPS
1. Spend some time thinking about this assignment. I expect that by requiring you to look back over the quarter and to explain how and why you behave the way you did, new insights about yourself and teams in general will emerge.

2. Apply course material to your analysis rigorously.

3. Keep a journal in which you regularly record important interactions in your team and your personal reactions to your team. Without the journal you may have difficulty recalling what was said or how you felt in early sessions of your team. It is easier to edit out nonrelevant materials afterwards, than to recall important points weeks later.

4. Describe how you would go about creating a similar team in the future, provided that you feel your team has worked well together. If, on the other hand, you feel your team could have been better, outline a specific action plan for improving its activities.

5. Deal with the significant issues faced by the team. Each team member should read the final paper before it is submitted or at least not be surprised by any of the paper's content.

FORMAL REQUIREMENTS
Two hard copies of seven (7) single-spaced pages with one-inch margins and a copy on the floppy disc. The report must have a paragraph long executive summary.

Don't forget to attach as many exhibits (e.g. tables, figures, written analysis on specific issues, etc.) as necessary. Exhibits are not counted in the page limits.

* Criteria for grading the report are described in another appendix attached herewith.
TEAM REPORTS GRADING CRITERIA

Scope (thoroughness)
- Is the report well organized, with an effective introduction and conclusion?
- Does the paper address the major points of the assignments?

Richness of observation
- Does your report describe the events that indicate that you were attentive to what you were investigating?
- Did you go beyond the obvious in your analysis?

Analysis and recommendations
- Do you analyze why the things occurred rather than merely describe what the consequences were?
- Did you find any published research that relates to the topic of your report? How are the findings of your report related to what the text reports or what other researchers found?
- Do you seek multiple causes and review alternatives rather than single causes for an outcome? Do your recommendations reinforce and build upon each other?

Conceptual understanding
- Do you utilize concepts from the text to analyze and explain events, actions, consequences, and support recommendations?
- Does the report in other ways demonstrate that you have a grasp of the conceptual material? (e.g., proper labeling of events and factors).
TEAM REPORT 2 PRESENTATION GRADING CRITERIA

Conceptual Understanding

➢ Do you demonstrate that you have a grasp of the concepts?

Comprehensiveness

➢ Do you address major aspects of the assignment and organize your presentation well?

Richness of Analysis

➢ Do you analyze things, multiple causes, and alternatives?

Recommendations

➢ Do you suggest solutions and build on your analysis?

Delivery Quality

➢ Do you explain things with clarity, use examples to clarify points, maintain eye contact, and use body language?