

## MBA and M.Sc. Courses

### 1243.3015 Management of Teams

#### First Semester – 2022-2023

Section	Day	Hour	Final paper	Lecturer	Email
01	Sunday	18:45-21:30	15.1.23	Dr. Shavit Laski	<a href="mailto:lasky@post.tau.ac.il">lasky@post.tau.ac.il</a>

**Office Hours: Sunday, 17:30-18:30**

#### Course Units

1 course unit = 4 ECTS units

The ECTS (European Credit Transfer and Accumulation System) is a framework defined by the European Commission to allow for unified recognition of student academic achievements from different countries.

#### Course Description

During the past decades, teams have become a critical competency of organizations, rapidly expanding with the nature of work and organizations. The purpose of this course is to illuminate selected topics in groups and teams' behaviors and management. The course incorporates various concepts in the realm of teams, including areas of practice such as team decision-making, discussion management, challenges in group leadership, intra-group social behaviors and managerial communication, team creativity and performance reward, conflict situations, the specifics of remote and virtual team management and more. The course lessons combine lectures, group discussions, case study analyses, questionnaires for self and group evaluations and filmstrips, altogether contributing to experiential learning. The course is designed in a concerted 7-week pattern (double lessons) and involves students' active participation. Accordingly, full lesson attendance is required and is a component of the course's grade.

## Course Objectives

Upon completion of the course, the student will be able to:

1. Diagnose dynamics and work patterns of teams.
2. Recognize beneficial dynamics of long term working teams
3. Understand, recognize and reduce the likelihood of processes which harm teams' success (teams' dysfunctions).
4. Identify and understand his/her own patterns of communication, managerial style, and the various roles he/she performs as a team member.
5. Function as a more productive team member and/or leader, based on the learning of new skills, feedback from peers, and in-class practice.
6. Understand the complexity of virtual, remote work and global teams and manage them more effectively.

## Evaluation of Student and Composition of Grade

Percentage	Assignment	Date	Comments
10%	Attendance and participation	On going	Nonattendance of more than 2 classes denies course completion
20%	Team practice analysis	9.12.22	Details will be provided in class.
70%	Final paper	15.1.23	A passing grade of 60 is required for accomplishing the course

\* According to University regulations, participation in all classes of a course is mandatory (Article 5).

\* Students who absent themselves from classes or do not actively take part in class may be removed from the course at the discretion of the lecturer (Students remain financially liable for the course even if they are removed).

\*Students absent from more than 2 course sessions will not be permitted to complete the course or take part in the final assignment.

### Please note:

**This course is conducted in an on-site class format, while students and lecturer physically attend class. The course will not be broadcasted nor recorded.**

## Course Assignments

Details of the assignments will be provided during the course.

## Grading Policy

In the 2008/9 academic year the Faculty instituted a grading policy for all graduate level courses that aims to maintain a certain level of the final course grade. Accordingly, this policy will be applied to this course's final grades.

Additional information regarding this policy can be found on the Faculty website.

## Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey to evaluate the instructor and the course, to provide feedback for the benefit of the students, the teachers and the university.

## Course Site (Moodle)

The course site will be the primary tool to communicate messages and material to students. You should check the course site regularly for information on classes, assignments and exams, at the end of the course as well.

Course material will be available on the course site.

Please note that topics that are not covered in the course material but are discussed in class are considered integral to the course and may be tested in examinations.

## Course Outline\*

Week	Date	Topic(s)	Required Reading	Comments
1	23.10.22	Conceptualizations of groups and teams, types of teams, team challenges, internal dynamics: Stages of team development, team roles. Remote teamwork and management	Chia-Yen et al., 2021 Katzenbach & Smith (2015), ch. 1,3 Mathieu & Hollenbeck (2017) Mathieu, Wolfson, & Park, (2018) *Schein, ch.8 pp.145-152 Yeliz, E., Crowston, K., Heckman, R. (2021)	
2	30.10.22	Team characteristics and psychological biases, Dysfunctional Team Dynamics, basic team processes, cooperation vs. competition in	Hartmann, S., Weiss, M., Hoegl, M., & Carmeli, A. (2021). *Hellriegel, & Slocum, ch. 8 pp. 221-224, 229-234 <a href="#">Wolfson, M.A.</a> , <a href="#">D'Innocenzo, L.</a> , and <a href="#">Bell, S.T.</a> (2021). Levi (2020), ch.13	

		teams		
3	6.11.22	Participative vs. autocratic team leadership; Decision making in teams	Greer, 2018 Levi (2020), ch. 5, 9 Vroom (2007)	
4	13.11.22	Team discussions: Rational problem solving model	Thompson, ch. 7, Whetten & Cameron (2015), ch. 3 pp.178-183 Levi (2020)., ch. 11 Li, Liu, & Luo (2018) Van de Brake, H., (2020)	
5	20.11.22	Communication and trust in teams, performance reward and feedback	Gibb (2017) Levi (2020), ch. 6, 16	
6	27.11.22	Managing conflicts in teams; An open discussion Communication in teams; Effective feedback	Levi (2020) ch.7 Thompson, ch. 8 <a href="#">Oldeweme, M.K.U.</a> , and <a href="#">Brede, M.</a> (2021). <a href="#">Wee, E.X. M.</a> , and <a href="#">Fehr, R.</a> (2021).	
7	4.12.22	Remote work and management of teams, Virtual and cross cultural	Thompson, ch. 12 <a href="#">Ployhart, R.E.</a> , <a href="#">Schepker, D.J. (DJ)</a> , and <a href="#">McFarland, L.A.</a> (2021). Granow, M., Asbrock, F. (2021). Rapp, T., Maynard, T., Domingo, M., & Klock, E. (2021). Stahl, G.K., & Maznevski, M.L. (2021).	

\*Subject to change

## Required Reading

- Belbin, R.M.(2010). *Team roles at work*. Oxford, Brington, M.A.:Elsevier Butterworth-Heinemann. Selected pages.
- Chia-Yen (Chad) C., Hao-Chieh, L., & Ostroff, C. (2021) Fostering team learning orientation magnitude and strength: Roles of transformational leadership, team personality heterogeneity, and behavioural integration. *Journal of occupational and organizational psychology*, 94(1), 187-216.
- Daft, R. (2022). *The leadership experience* (8<sup>th</sup> ed.). U.S.A, OH: South-Western Cengage Learning, Mason. Selected pages.
- Driskell, T., Driskell, J.E., Burke, C.S., and Salas, E. (2017). Team Roles: A review and integration. *Small Group Research*, 48(4), Issue 4, 482-511
- Gibb J. R. (2017). Defensive communication. In C.D. Mortensen (Ed.). *Communication theory* (3<sup>rd</sup> ed.). N.Y.: Routledge.
- Granow, M., Asbrock, F. (2021). A framework for culturally diverse teams and the importance of agility: findings from a qualitative study. *International Studies of Management & Organization* 51(1), 47-68.
- Greer, L. L., De Jong, B.A., Schouten, M.E., & Dannals, J.E. (2018). Why and when hierarchy impacts team effectiveness: A meta-analytic integration. *Journal of Applied Psychology*, 103(6), 591-613. <http://dx.doi.org/10.1037/apl0000291>
- Hartmann, S., Weiss, M., Hoegl, M., & Carmeli, A. (2021). How does an emotional culture of joy cultivate team resilience? A sociocognitive perspective. *Journal of organizational behavior* ; 42(3), 313-331.
- [Ployhart, R.E.](#) , [Schepker, D.J. \(DJ\)](#) , and [McFarland, L.A.](#)(2021). [A review and theoretical framework for understanding external team contexts.](#) *Journal of Applied Psychology*, <https://doi-org.rproxy.tau.ac.il/10.1037/apl0000987>
- Van de Brake, H., Frank, W., Floor, R, Essens, P., & van der Vegt, G.S. (2020). Multiple team membership and job performance: The role of employees' information-sharing networks. *Journal of Occupational and Organizational Psychology*, 93(4), 967-987.
- Hooijberg, R., & Watkins, M. (2021). The future of team leadership is multimodal. *MIT Sloan Management Review*, 62(3), 1-4.
- Katzenbach, J.R. & Smith, D.K. (2015). *The wisdom of teams*, NY: Harper Collins. Selected pages.
- Levi, D. (2020). *Group dynamics for teams*. CA, U.S.A: SAGE Publications.
- Li, G., Liu, H. & Luo, Y. (2018). Directive versus participative leadership: Dispositional antecedents and team consequences. *Journal of Occupational and Organizational Psychology*, 3, 1-20. <http://dx.doi.org/10.1111/joop.12213>

[Mathieu, J.E.](#), Hollenbeck, J. R., [Van Knippenberg, D.](#), & [Ilgen, D.R.](#) (2017). A century of work teams in the *Journal of Applied Psychology*. *Journal of Applied Psychology*, 102(3), 452-467.

Mathieu, J.E., Wolfson, M. A., & Park, S. (2018). The evolution of work team research since Hawthorne. *American Psychologist*, 73(4), 308-321. <http://dx.doi.org/10.1037/amp0000255>

[Oldeweme, M.K.U.](#), and [Brede, M.](#) (2021). [The rhythm of teamwork: Discovering a complex temporal pattern of team processes.](#) *Group Dynamics: Theory, Research, and Practice*. <https://doi-org.rproxy.tau.ac.il/10.1037/gdn0000175>

Stahl, G.K., & Maznevski, M.L. (2021). Unraveling the effects of cultural diversity in teams: A retrospective of research on multicultural work groups and an agenda for future research. *Journal of international business studies*, 52(1),4-22.

Rapp, T., Maynard, T., Domingo, M., & Klock, Elizabeth (2021). Team Emergent States: What Has Emerged in The Literature Over 20 Years? *Small group research*, 52(1), 68-102.

Thompson, L.L.(2017). *Making the team: A guide for managers* (3<sup>rd</sup> edition). NJ: Pearson Prentice Hall. Selected pages.

[Wee, E.X. M.](#) , and [Fehr, R.](#) (2021). [Compassion during difficult times: Team compassion behavior, suffering, supervisory dependence, and employee voice during COVID-19.](#) *Journal of Applied Psychology*, Vol 106(12), Dec 2021, 1805-1820. <https://doi-org.rproxy.tau.ac.il/10.1037/apl0001001>

Whetten, D.A. & Cameron, K.S. (2015). *Developing management skills*. NJ:Pearson Prentice Hill. Selected pages.

[Wolfson, M.A.](#) , [D'Innocenzo, L.](#), and [Bell, S.T.](#) (2021). [Dynamic team composition: A theoretical framework exploring potential and kinetic dynamism in team capabilities.](#) *Journal of Applied Psychology*, Dec 30 , 2021, No Pagination Specified <https://doi-org.rproxy.tau.ac.il/10.1037/apl0001004>

Yeliz, E., Crowston, K., Heckman, R. (2021). Functional and visionary leadership in self managing virtual teams. *Group & Organization Management* ; 46(2), 424-460.

## Recommended Reading

Gibson, C.B., & Cohen, S.G. (2003). *Virtual teams that work: creating conditions for virtual team effectiveness*. CA, San Francisco: Jossey – Bass. Selected pages.

Hellriegel, D., & Slocum, J. W. J. (2011). *Organizational behavior*. South-Western: Cengage learning. Selected pages.

Hertel, G., Geister, S., & Konradt, U. (2005). Managing virtual teams: A review of current empirical research. *Human Resource Management Review*,15, 69-95.

Maier, N.R.F. (1999). *Assets and liabilities in group problem solving: The need for an integrative function*. *Group Facilitation*. Winter (1), 45-51. קיים תרגום לעברית

Moodian, M.A. (2009). *Contemporary leadership and intercultural competence: Exploring the cross cultural dynamics within organizations*. Sage Publications. Selected pages.

Schein, E. (1999). *Process consultation revisited*. Reading, MA: Addison Wesley.

Vroom, V.H. (2007). Can leaders learn to lead? In R.P. Vecchio, (Eds.), *Leadership: Understanding the dynamics of power and influence in organizations*. U.S.: University of Notre Dame Press. (pp.259-272).

Vroom, V.H. & Jago, A.G. (2007). *The role of the situation in leadership*. *American Psychologist*, 62(1), 17-24.

Vroom, V. H. (1976). Leadership. In M. D. Dunnette (Ed). *Handbook of industrial Psychology*. Chicago: Rand McNally. ch. 34.