

COURSE IMPLEMENTATION DATE:	Nov. 1996
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	
(Four years after implementation date)	(MONTH YEAR format)

### OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	<b>Business Administration</b>	
<b>BUS 408</b>		<b>3</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	<b>Teamwork in Organizations</b>	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:** The ability to work effectively in groups is an important skill in the modern organization. This course will introduce students to theoretical concepts in group development, group performance, and the use of groups in organizations. The course will develop interpersonal and leadership skills and focus on practical applications of teamwork in organizations and the classroom setting. Students should be prepared to engage in a number of in-class and field exercises.

**PREREQUISITES:** Acceptance to Bachelor of Business Administration degree, BUS 203  
**COREQUISITES:**

SYNONYMOUS COURSE(S)	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____ (Course #)	(Department/ Program)
(b) Cannot take: _____ for further credit. (Course #)	(Department/ Program)

TOTAL HOURS PER TERM:	<b>45</b>	TRAINING DAY-BASED INSTRUCTION
<b>STRUCTURE OF HOURS:</b>		LENGTH OF COURSE: _____
Lectures: <b>15</b> Hrs		HOURS PER DAY: _____
Seminar: <b>20</b> Hrs		
Laboratory: _____ Hrs		
Field Experience: <b>10</b> Hrs		
Student Directed Learning: _____ Hrs		
Other (Specify): _____ Hrs		

MAXIMUM ENROLLMENT:	<b>25</b>
EXPECTED FREQUENCY OF COURSE OFFERINGS:	<b>Fall or Winter</b>
<b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<b>AUTHORIZATION SIGNATURES:</b>	
Course Designer(s): _____ Barry Gibbs	Chairperson: _____ W.R. (Dick) Bate (Curriculum Committee)
Department Head: _____ Janet Falk	Dean: _____ W.R. (Dick) Bate
PAC Approval in Principle Date: _____	PAC Final Approval Date: Nov. 27, 1996

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

1. To develop self awareness about interpersonal behaviour by being dependent on others in a team to achieve good course outcomes.  
Students will be assigned to teams at the beginning of the semester and will examine their group behaviour in class exercises. The team must complete a major assignment together and assign each other scores for their participation.
2. To understand emergent leadership in groups.  
All groups develop leaders or share the leadership tasks. An evaluation of group and leadership roles is provided as an assignment to clarify the student's experience.
3. To develop theoretical knowledge in group development, team building and group decision making in an organizational context.
4. To develop behavioural competence in conflict management, influencing others, empowerment, delegation, and conducting meetings.

**METHODS:**

Lecture, seminar and group assignments

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check :) ☒ Yes ☐ No

**METHODS OF OBTAINING PLAR:**

Portfolio

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

**Whetten, Developing Management Skills, Pearson Prentice-Hall 5<sup>th</sup> Edition**

**Thompson, Making the Team: A Guide for Managers. Pearson Prentice-Hall 2<sup>nd</sup> Edition**

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Team score	30%
Assignments	35%
Mid term exam	20%
Behavioural exams	15%

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

1. Introduction and Organizational Context – Handout – downsizing: TQM telecommuting; types of teams  
Assignment: - Forms groups of five and four
2. Self Awareness – Whetten and Cameron: Self Awareness  
Exercise:  
Cognitive style  
FIRO-B  
Locus of control  
Team Leader / supervisor  
Assignment: Assess your scores on FIRO-B and compare them to your other team members. What do these scores imply for your group?
3. Norms and group development

Handout – referent groups; norms; stages of group development;

Assignment:

Compare and contrast norms and group development in your family, a work group you have been in, and your class group. Identify groups you use as referent groups for achievement goals, clothing, and career aspirations. Why are the groups different.

4. Team Building

Handout from Cummings and Worley: Organizational Development and Planned Change Chp. 2 The nature of planned change; Chp 10

Interpersonal and Group Process Approaches / team building

Assignment:

Develop a team building approach for the Abbotsford City Council

Develop a team intervention for a business you are aware of

5. Group Decision Making

Whetten and Cameron: Solving Problems Creatively;

Vroom and Yetton Decision Making Model; Delphi Technique; Nominal Group Technique handout

Assignment:

Use a nominal group technique in your group to decide the merit of the NDP government

Use the Vroom and Yetton model in two real situations and discuss the results

Identify the conceptual blocks in a business decision you are familiar with

Establish an intervention for creative solutions for a problem you are familiar with

6. Conflict Management

Whetten and Cameron: Managing Conflict:

Yukl: Module 11 Managing Interpersonal Conflict

Assignment: Case: Computer Peripherals Inc.

7. Gaining Power and Influence

Whetten and Cameron; Gaining Power and Influence;

Kipnis and Schmidt: Influence Styles Inventory;

Yukl: Power and Influence Tactics pp. 58 – 71

Assignment:

Identify your primary and secondary influence styles and three situations where you would not be effective using them.

Identify the influence styles of your group members and compare them to the results these group members obtained for their primary and secondary influence styles.

8. Delegation

Whetten and Cameron: Delegation and Decision Making

In-class Exercise: Meeting at Hartford Manufacturing

9. Conducting Meetings

Whetten and Cameron; Conducting Meetings

Role Play Exercise: The new Product Decision

10. Employee Involvement Approaches to Change/ Empowerment

Cummings and Worley: Chp 15 Employee Involvement Approaches

In class exercise: Quality Circle at HEB Grocery Company

11. Work Design and Teams

Cummings and Worley: Chp. 14 Work Design

In-class Exercise: Self-regulating work groups at Alcoa

12. Emergent Leadership  
Handout: Emergent leadership in groups  
In-class Exercise: Leadership identification and group roles questionnaire  
  
Assignment:  
Reconcile the roles(s) you played in your group with you team's assessment of your roles.
13. Disassociated Groups  
Economic Council: Telecommuting in the 1990s  
Business Week: Those left Behind: Effects of downsizing  
Plastics Magazine: Coordinating Across Multi-plants  
Wired: Effects of the Net on Interpersonal Communication

### **Final Assignment**

The final assignment will be an open ended assignment in which the student is to develop an approach to a problem. A typical example follows:

Design a team building approach for a Japanese Manufacturing of Woodworking tools (Makita) that does design in Tokyo, sales in Canada, and marketing in Washington. Paper must be written as a group. Describe roles played by individual team members and assign participation points to fellow members based on their value to the group.