

City University of Hong Kong

Information on a Course offered by Department of Management with effect from Semester A in 2014 / 2015

Part I

Course Title: Team Leadership and Management

Course Code: MGT4220

Course Duration: One Semester

No. of Credit Units: 3

Level: B4

Prerequisites: (Course Code and Title) FB 2300 / CB 2300

Precursors: (Course Code and Title) Nil

Equivalent Courses: (Course Code and Title) Nil

Exclusive Courses: (Course Code and Title) Nil

Part II

1. Course Aims:

- Develop in students an overview and understanding of the principles and concepts of team leadership and management
- Enable students to appreciate and evaluate the ability to play a constructive part in processes of team-building and mediating between teams, whether as leader, member or facilitator
- Provide students with the opportunities to practice the skills and to demonstrate how to work and communicate effectively at an intra-team or inter-team basis

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs
1.	Discover various elements involved in the area of team leadership and management
2.	Critically analyse the importance of the typologies of roles and the suitability of individuals to assume the position as leaders or as ordinary members in teams for various tasks and projects .
3.	Appreciate and demonstrate an ability to identify the strengths and weaknesses of individuals in a team, and analyse the contributions of each team member in typical structured and unstructured problem solving, decision-making, and innovation contexts
4.	Apply the most appropriate methods to play a constructive part in processes of team-building and mediating between teams, whether as leader, member or facilitator
5.	Demonstrate how to work and communicate effectively at an intra-team or inter-team basis
6.	Review performance and motivate team members to encourage the achievement of higher levels of performance

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

Total Hours (Group Size): 39 (40)

ILO No	TLAs	Remarks
CILO 1,2,3	Lecture and readings	Equip students with knowledge, information, and experts' analyses of advantages and disadvantages of . During the lecture, students will be expected to actively participate by responding to and answering questions and by sharing their understanding and critique of the course readings to facilitate explanation, evaluation, analysis and comparison, application and communication.
CILO 2,3,4,5,6	Seminar discussion	Students will discuss with peers exercises, scenarios, etc. to facilitate description, explanation, evaluation, analysis and comparison, and application and communication of team-based

		management.
CILO 3,5,6	Peer Review	Students will comment on peers and their own contribution to their teams.
CILO 1,2,3,4,5, 6	Student Projects (Presentation and Written Report)	Students will give presentations and written report on selected topics in which they will describe, explain, evaluate, analyze and compare and apply, communicate and demonstrate their leadership and team management skills.
CILO 1,2,3,4,5, 6	Final Examination	Students will complete a final examination to examine the course-related knowledge they acquired during the semester and their ability to apply that knowledge.

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

Coursework : 60%

Final Examination (2 hours) : 40%

Given the inter-related nature of the CILOs, it is found to be more appropriate to grade them within the context of assessment tasks/activities.

CILO No.	Type of assessment tasks / activities	Weighting	Remarks
ILOs 1,2	Individual class contribution	10%	See Appendix A for assessment
ILOs 3,4	Individual peer and self-evaluation	15%	See Appendix A for assessment
(all ILOs)	Team Presentation and written report	35%	See Appendix A for assessment
(all ILOs)	Final exam (2 hours)	40%	See Appendix A for assessment

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading according to Academic Regulation No.8. Assessment of performance in assigned tasks related to achievement of CILOs. For both the Group Project and Individual assignment, each of the six CILOs carries a designated weighting. A percentage for the assessment task is computed and interpreted with regard to the Academic Regulation* guidelines as follows:

Letter Grade	Grade Point	Percentage Mark	Grade Definition	Remarks
A+	4.3	80% and above	Excellent	CILOs substantially achieved. Strong evidence of original thinking, capacity to be critical and analytical e.g., in determining appropriateness of recruitment and selection methods. Evidence of extensive knowledge base and deep familiarity with literature.
A	4.0	75-79		
A-	3.7	70-74		
B+	3.3	65-69	Good	CILOs achieved. Evidence of original thinking, some capacity to be critical and analytical. Some evidence of knowledge base and familiarity with literature.
B	3.0	60-64		
B-	2.7	55-59		
C+	2.3	50-54	Adequate	CILOs achieved to some extent. Little evidence of critical thinking; some understanding of the subject matter and some ability to apply appropriate methods of recruitment and selection.
C	2.0	45-49		
C-	1.7	40-44		
D	1.0	36-39	Marginal	Sufficient achievement of CILOs to enable student to progress without repeating the course. A basic understanding of the subject matter.
F	0.0	35 and below	Fail	Little evidence that CILOs have been achieved; little critical analysis, irrelevant use of literature or unfamiliarity with literature.

Part III

Keyword Syllabus:

This course will help you understand the concept and application of team leadership and management:

Foundations of team theory; structures of teamwork; empowerment; re-engineering; cross-functional integration; knowledge creation and innovation; culture, gender and diversity in team-working; frameworks for team-leadership; leadership styles; process leadership skills; managing conflict; group formation and stages of development; typologies of roles and membership skills; team norms, dynamics, and pay-offs; psychological contracts; free-riders and workhorses; deviancy and dysfunctionality; 'hidden agendas'; inter-team relationships; cross-team communication; appraisal and reward systems.

NOTE: Information in this outline is correct as of 4th July, 2012 but is SUBJECT TO CHANGE.

Required Textbook

Thompson, L. L. (2011). *Making the team: A guide for managers* (4th ed.). Boston: Pearson.

Recommended Reading:

Belbin, R.M. (2000). *Beyond the team*. Oxford: Butterworth-Heinemann.

Bell, A.H. and Smith, D.M. (2011). *Learning team skills* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Dyer, W. G. (1995). *Team building: Issues and new alternatives*. Reading, Mass: Addison-Wesley.

Harvard Business Review. (2004). *Teams that succeed*. Boston: Harvard Business School Press.

Lumsden, G. and Lumsden, D. (2004). *Communicating in groups and teams: Sharing leadership*, Belmont: Wadsworth.

Appendix A

Assessing Class Contribution

Criteria	0	1	2	3	4	Points
Punctuality (25%)	Student is always late to class and/or leaves early.	Student is almost always late to class and/or leaves early.	Student is occasionally late to class and/or leaves early.	Student is frequently punctual and attends full-time.	Student is almost always punctual and attends full-time.	/ 4
Engagement (requires and incorporates preparation for class) (50%)	Student never contributes to class by offering ideas and asking questions.	Student almost never contributes to class by offering ideas and asking questions.	Student occasionally contributes to class by offering ideas and asking questions.	Student frequently contributes to class by offering ideas and asking questions once per class.	Student almost always contributes to class by offering ideas and asking questions more than once per class.	/ 8
Behavior (25%)	Student always displays disruptive or disturbing behavior during class.	Student almost always displays disruptive or disturbing behavior during class.	Student occasionally displays disruptive or disturbing behavior during class.	Student frequently displays facilitative behavior during class.	Student almost always displays facilitative behavior during class.	/ 4

Note. Total points available is 16.

Assessing Team Presentation

The team presentations will be assessed on the following 4 criteria as follows:

Excellent = 4, Good = 3, Acceptable = 2, Marginal = 1.

Aspects of presentation	Score			
Coverage of issues	1	2	3	4
Clarity of presentation	1	2	3	4
Questions and answers	1	2	3	4
Organization & Execution	1	2	3	4
Team coordination	1	2	3	4

The first three criteria relate to the content of your presentation. The last two relate to the style of your presentation. For the three content criteria, these descriptions apply:

1 = Marginal	2 = Acceptable	3 = Good	4 = Excellent
Presents enough to describe what the issues are about. Some relevant points but describes the team's experience in a superficial manner. Uses a few mainstream references and sometimes applies correct concepts.	Presentation describes the team's experience reasonably fully. Relevant points drawn from prevalent models or conceptual frameworks. Evidence of grasp of issues but has some difficulty in drawing conclusions or engaging in critical analysis.	As in 2, but also shows logical progression and possibly new and original insights. Most/all relevant points drawn from prevalent models or conceptual frameworks, uses appropriate structure and examples to tackle issues with convincing arguments and discussion.	Interesting and suitably complex account of team's development, demonstrating original thought, going well beyond standard resources / references / concepts, stating a point of view in own voice. Suitably impresses with critical analysis and examples.

Assessing Team written report, peer and self-evaluation

Marginal D	Adequate C- C C+	Good B- B B+	Excellent A- A A+
Weak evidence of using data and relevant concepts to analyze the team issue. Pieces of evidence are relevant, but are isolated, addressing a limited number of issues. Demonstration of understanding of issues in a minimally acceptable way. Poor coverage, no originality. Weak justification of conclusions.	Evidence of using data and relevant concepts to analyze the team issue. The evidence is relevant and covers a fair number of issues. However, there is little evidence of an overall view of the team's experience. Demonstrates declarative understanding of a reasonable number of issues. Able to discuss issues meaningfully but with little integration. Fair justification of conclusions.	Strong evidence of using data and relevant concepts to analyze the team issue. The evidence presents a good appreciation of the experience of the team. Good coverage of issues with relevant support. A clear view of how various aspects of the experience integrate to form a whole. Good evidence of application of concepts to practice. Strong justification of conclusions.	Very strong evidence of using data and relevant concepts to analyze the team issue. As in B, but with higher degree of originality and evidence of internalization into a shared model of practice. Very strong justification of conclusions.

Academic Regulation 8 -- Grading of Courses

8.1 Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	2.3 2.0 1.7	Adequate:	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	0.0	Failure:	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
P		Pass:	"Pass" in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.
Operational Grades			
IP	In Progress	An IP grade is shown where students will register in subsequent Semesters to complete the assessment of the course.	
I	Incomplete	A grade of incomplete may be granted (1) where there are extenuating circumstances that have prevented a student from completing required work, or attending the examination; (2) at the discretion of the Assessment Panel. Where an "I" grade is assigned, the Assessment Panel will approve a schedule for the completion of work, or a supplementary examination. An "I" grade will be converted into a "F" grade four weeks after the "I" grade is first reported to the Academic Regulations and Records Office, unless an alternative grade has been assigned.	
S	Dissertation Submitted	In a dissertation-type course, an S grade is assigned by the Course Examiner when a student's dissertation has been submitted for assessment.	
X		Assigned when a student is permitted to drop the course after the normal drop date.	

8.2 Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, or X do not earn credit units.

8.3 Grades of P, I, IP, S and X are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under AR11.3.

8.4 Grades of P, I, IP, S and X are not counted in the calculation of a student's SGPA.