MGT4220: TEAM LEADERSHIP AND MANAGEMENT

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Team Leadership and Management

Subject Code
MGT - Management
Course Number
4220

Academic Unit
Management (MGT)

College/School
College of Business (CB)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
FB2300 / CB2300 Management

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

· 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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify key elements involved in team leadership and management.			x	
2	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.			x	
3	Apply the most appropriate methods to play a constructive part in processes of team-building and mediating between team members, whether as leader, member or facilitator.			x	
4	Demonstrate how to work and communicate effectively at an intra-team or inter-team basis.			x	
5	Review performance and motivate team members to encourage the achievement of higher levels of performance.		x	x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture and readings	Equip students with essential concepts and knowledge, Students will be expected to actively participate by responding to question and critiquing course readings to facilitate comprehension, analysis and application.	1, 2, 3	

2	Seminar discussion	Students will discuss with peers exercises, scenarios, etc. to facilitate analysis and application of team-based management.	1, 2, 3, 4, 5	
3	Peer Review	Students will comment on peers contribution to their teams.	3, 4, 5	
4	Team Presentation and Written Report	Collaborating in teams, student will self-source/identify a real-life case of a team in an organisation, conduct basic investigation and critical analyses, and convey the results of their group research and study in a presentation in class as well as in a written report.	1, 2, 3, 4, 5	
5	Quiz	Students will complete a quiz to examine the course-related knowledge they acquired during the semester and their ability to apply that knowledge.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Two peer and self-evaluation	3, 4, 5	20	To encourage responsibility and accountability, there will be two peer evaluations of contributions and performance by each individual team member on all other team members. Thefirst peer evaluation will be conducted around mid-semester, with feedback given to students shortly thereafter to facilitate continuous improvement in performance and contributions. The second peer evaluation will be conducted at the end of the semester upon completion of all assignments.

2	Team Presentation	1, 2, 3, 4	20	Students would be graded on the content and delivery of their presentation of the research findings on a team/company case.
3	Team Written Report	1, 2, 3, 4	20	Students would be required to analyse and structure their arguments in a written report on the team/company case.
4	Quiz	1, 2, 3	40	During the semester, students would be tested on the extent of their mastery of basic theory and contents in this course.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Assessing and Grading Team Presentation

Criterion

Statement of issues and background

Excellent (A+, A, A-)

The introduction has very good information value; is very well-structured and presented with absolute clarity.

Good (B+, B, B-)

The introduction has good information value; is well-structured and clearly presented.

Fair (C+, C, C-)

The introduction is limited in information value; is reasonably structured and comprehensibly presented.

Marginal (D)

The introduction has poor information value; is not structured and not very coherently presented.

Failure (F)

The introduction has no information value; is not structured and not coherently presented.

Assessment Task

1. Assessing and Grading Team Presentation

Criterion

Research, analysis and discussions

Excellent (A+, A, A-)

The topic is extensively researched, with excellent coverage of issues. There is strong integration and application of the concepts to the issue, with high degree of rigour and critical analysis of the case. Presentation of information is captivating.

Good (B+, B, B-)

The topic is well researched, with good coverage of issues. There is good integration and application of the concepts to the issue, with rigorous analysis of the case. Presentation of information is interesting.

Fair (C+, C, C-)

The evidence is relevant and covers a fair number of points. Demonstration of declarative understanding of a reasonable number of issues. Able to discuss issues but with little integration or rigour. Presentation of information is acceptable.

Marginal (D)

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 and weak analysis. Presentation of information is not clear.

Failure (F)

The evidence lacks relevance, are isolated, and do not address the issue. Absence of understanding and analysis of issues. Poor coverage and presentation of information.

Assessment Task

1. Assessing and Grading Team Presentation

Criterion

Team views and conclusions or solutions or recommendations

Excellent (A+, A, A-)

Very strongly argued and presented team views, conclusions, solutions or recommendations.

Good (B+, B, B-)

Strongly argued and presented team views, conclusions, solutions or recommendations.

Fair (C+, C, C-)

Reasonably argued and presented team views, conclusions, solutions or recommendations

Marginal (D)

Weakly argued and presented team views, conclusions, solutions or recommendations.

Failure (F)

Poorly argued and presented team views, conclusions, solutions or recommendations.

Assessment Task

3 Assessing and Grading Team Written Report

Criterion

Statement of issues and background

Excellent (A+, A, A-)

The introduction has very good information value; is concisely written with absolute clarity.

Good (B+, B, B-)

The introduction has good information value; is clear and well-written.

Fair (C+, C, C-)

The introduction has limited information value; is reasonably clearly written.

Marginal (D)

The introduction has poor information value; is not very clearly written.

Failure (F)

The introduction has no information value; is not coherently written.

Assessment Task

3 Assessing and Grading Team Written Report

Criterion

Research, analysis and discussions

Excellent (A+, A, A-)

The topic is extensively researched, with excellent coverage of issues. There is strong integration and application of the concepts to the situation. Demonstration of high degree of rigour and critical analysis of the issues. Clearly structured and stylistically well-written.

Good (B+, B, B-)

The topic is well researched, with good coverage of issues. There is good integration and application of the concepts to the situation. Demonstration of rigorous analysis of the issues. Clearly written.

Fair (C+, C, C-)

The evidence is relevant and covers a fair number of points. Demonstration of declarative understanding of a reasonable number of issues. Able to discuss issues but with some integration. Quite clearly written.

Marginal (D)

Pieces of evidence are relevant, but are isolated, addressing a limited number of issues. Demonstration of understanding of issues in a minimally acceptable way. Weak coverage and analysis, and weak ability to express views in written form.

Failure (F)

The evidence lacks relevance, are isolated, and do not address the issue. Absence of understanding of the issues. Poor coverage and analysis, and lack of ability to express views in written form.

Assessment Task

3 Assessing and Grading Team Written Report

Criterion

Team views and conclusions or solutions or recommendations

Excellent (A+, A, A-)

Very strongly and concisely argued team views and conclusions, solutions or recommendations.

Good (B+, B, B-)

Strongly argued team views and conclusions, solutions or recommendation

Fair (C+, C, C-)

Reasonably argued team views and conclusions, solutions or recommendations.

Marginal (D)

Weakly argued team views and conclusions, solutions or recommendations.

Failure (F)

Poorly argued team views and conclusions, solutions or recommendations.

Assessment Task

4. Quiz

Criterion

Demonstration of understanding of the subject matter, ability to critically analyse the issues and apply key concepts and theories.

Excellent (A+, A, A-)

Superior understanding of the subject matter, with extensive knowledge base. Strong ability to critically analyse the issues and apply key concepts and theories.

Good (B+, B, B-)

Strong understanding of the subject matter, with good knowledge base. Good ability to analyse the issues and apply key concepts and theories.

Fair (C+, C, C-)

Familiarity with subject matter with fundamental knowledge base. Some critical capacity and ability to apply key concepts and theories.

Marginal (D)

Student who is profiting from the university experience; with basic understanding of the subject matter and ability to apply some key concepts and theories.

Failure (F)

Little evidence of understanding or familiarity with the subject matter; and inability to apply concepts and theories.

Part III Other Information

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.

Reading List

Compulsory Readings

	Title
1	Thompson, L. L. (2018). Making the team: A guide for managers NY NY: Pearson.

Additional Readings

	Title
1	Belbin, R.M. (2000). Beyond the team. Oxford: Butterworth-Heinemann.
2	Bell, A.H. and Smith, D.M. (2011). Learning team skills (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
3	Dyer, W. G. (1995). Team building: Issues and new alternatives. Reading, Mass: Addison-Wesley.
4	Lumsden, G. and Lumsden, D. (2010). Communicating in groups and teams: Sharing leadership, Belmont, California: Thomson/Wadsworth.