



APPLIES TO ACADEMIC YEAR 2013/2014

## **BIK 2926 Effective Teams - Influence Through Leadership**

### **Programme**

Single courses

### **Responsible for the course**

Geir Thompson

### **Department**

Department of Leadership and Organizational Behaviour

### **Term**

According to study plan

### **ECTS Credits**

7,5

### **Language of instruction**

Norwegian

### **Introduction**

#### **Learning outcome**

##### **Knowledge goals**

Being familiar with different types of team effectiveness models

Knowing the factors that influence team effectiveness

Gaining knowledge on communication strategies that contribute to effective information sharing and reducing conflict

Team creativity – knowing what stimulates creative processes in teams

Virtual teams – have knowledge on how to deal with the common obstacles in virtual teams

Being familiar with the leadership theories: transactional leadership, transformational leadership, self leadership / super leadership, and situational leadership

Knowledge on team leadership

##### **Skill goals**

Team development – being able to influence team functioning by using empirically validated interventions

Being able to counteract conflict

Having the right skills to compose well-functioning teams

Being a better team leader – by knowing when to use different kinds of leadership strategies

##### **Attitude goals**

Being able to reflect upon how to understand and apply the science on teams

Knowing when to work in teams, and when not to

Being aware of the ethical issues of leading teams

### **Prerequisites**

#### **Compulsory reading**

##### **Books:**

Bang, Henning og Thomas Nettet Midelfart. 2012. Effektive ledergrupper. Gyldendal akademisk. Hele boken  
Thompson, Geir and Jane Zhen Li. 2010. Leadership : in search of effective influence strategies. Gyldendal Akademisk. pages 15-119

##### **Articles:**

Hülshager, U. R., N. Anderson & J. F. Salgado. 2009. Team-level predictors of innovation at work : A comprehensive meta-analysis spanning three decades of research. Journal of Applied Psychology. vol 94. s. 1128-1145

#### **Recommended reading**

##### **Course outline**

Team effectiveness models – What makes an effective team?

Team development

Communication in teams

Team creativity

Virtual teams

Leadership theories – Transactional leadership, transformational leadership, self leadership / super leadership, and situational leadership

What does the effective team leader do?

##### **Computer-based tools**

itslearning

##### **Learning process and workload**

The course consists of three modules over a semester. Each module consist of two days with lectures. Besides lectures, group work will be used to create dialogue and explore certain topics. Cases, tests and skill training will be used to enhance the learning process. Lecturers will not cover the whole syllabus. The purpose of the instruction is to point out main topics and delve into certain themes and examples. Participants are responsible for going through the entire syllabus.

##### **Examination**

The students will be handing in a term paper at the end of the course. They will be working on this paper throughout the course individually or in groups of up to three persons. The topic of the paper may be obtained from one's own place of employment and could explain how teams/one's own team functions (strengths and weaknesses). This will then make the basis for considering efforts to improve the team's performance. The term paper will increase the practical value of the course.

##### **Examination code(s)**

BIK 29261 - Term paper; accounts for 100% of the final grade in BIK 2926, 7,5 credits

##### **Examination support materials**

All

**Re-sit examination**

Re-sit at the next ordinary exam.

**Additional information**