LEAD 540 - Leading Teams (Online)
Fall 2018 *Syllabus*

3 Credit Hours
Western Kentucky University

This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course is actually offered. Please check before the class begins for the most up to date version. The text book requirements __will not__ change from this version.

SYLLABUS LAST UPDATED: August 14, 2018

Time Zone: Central

Instructor Information
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Course Learning Outcome Students, at the conclusion of this course, will examine the issues impacting team members, team leadership, team relationships, problem solving strategies, organizational environments and teams looking externally for opportunities and threats.

Learning Outcomes Upon completion of the course students will be able to:

- Analyze team processes to *gain a deeper understanding* of the effectiveness of team leaders and team members in organizations;
- Gain a *more thorough* understanding of effective team leader behaviors to mold team members into high performance teams;
- Apply conflict management strategies to solve *complex, larger-scale* issues among team members *and organizations*;
- Evaluate interpersonal skills in leading team members *to predict appropriate team behavior*;
- Evaluate dysfunctional teams *then develop solutions to remedy dysfunction*;
- Look externally for team opportunities and to counter team threats.

Successful on line learning Successful online students are self-directed and mature as learners. They are methodical in doing assignments and in checking the course website. They are willing and even eager to participate in on-line discussions.

On-line learners should NOT expect to be learning in isolation. The more students share and discuss on-line, the more each student will enjoy the class. Students should interact almost daily, either with

the instructor or with other students. If the on-line student desires, face-to-face or telephone meetings are possible.

Required Texts

1. *X-Teams: How to Build Teams That Lead, Innovate, and Succeed* by Deborah Ancona and Henrik Bresman (2007), Harvard Business School Press, ISBN 978-1-59139-692-5. Used copies exist and are acceptable for this class.

2. *Group Dynamics for Teams*, **4th Edition**, by Daniel Levi (2011), Sage Publishing, ISBN 978-1-4129-7762-3. Used copies exist and are acceptable for this class.

3. *The Five Dysfunctions of a Team* by Patrick Lencioni ((2002), ISBN 0-7879-6075-6. Used copies exist and are acceptable for this class.

Course Software Standards The course software standards are Word for word processing, PowerPoint to view presentations, Excel for spreadsheets and Adobe Acrobat for viewing PDF files. Students can download a free copy of Adobe Acrobat at http://www.adobe.com/uk/products/acrobat/readstep2.html. Students **must** have these software packages to submit assignments and view course materials.

Other References The Course Documents contain all the needed course materials and guidance (except the text book). The Syllabus exists in the *Administrative* section of Blackboard as well as posted to TOPNET.

Grading

- Performance on discussion board questions	195
- Performance on Team Leader's Challenges	250
- Team DISC reflection paper	100
- Five Dysfunctions of a Team Summary Paper	100
- Team Analysis Paper	200
- X-Team Paper	250
- Attendance at three face-to-face meetings	150
Total Points:	**1245**

The letter grade for the course will be based on 1245 points as follows: 1245-1120 = A, 1119-996 = B, 995-871 = C, 870-809 = D and less than 809 = F.

Class Policy

General This course consists of 14 lessons. ***All assignments are due by midnight on Sunday.*** For example, the assignments for lesson 1 are due by midnight on the Sunday following the first week of classes. Students have until Wednesday to post to another student's post – students still must submit

initial posts by midnight Sunday for full credit, but have the extra three days to post to another student's post for the other two points.

Late Submission Policy. Students have until the next assignment to submit late assignments for 90% of the assignment credit. Example: if you do not submit a paper by the Sunday night deadline you have until the following Sunday to submit the assignment, but will incur a 10% late penalty on that assignment. Students will receive no credit for assignments submitted after the late submission deadline unless prior coordination was done with the instructor.

Email. Students must be to be able to use E-mail and access the Internet reliably and on an everyday basis. Students must check their **WKU email account daily. The only email address used in this course is the WKU email.** Occasionally technical or other problems may occur; students should not hesitate to contact the instructor or email assignments to include Blackboard discussion questions. Another good source of technical assistance is the WKU IT Help Desk, phone (270) 745-7000.

Hybrid Course Policy on Attendance. In addition to the web class delivered through Blackboard, there are three mandatory meetings for this course according to the schedule on TopNet. Each class attendance is worth 50 points. Instructors will provide more information to students regarding these class meetings before each class.

Blackboard Blackboard serves as the primary means to conduct this course. Please log onto Blackboard then view the list of all courses. Select "LEAD 540 - Leading Teams – (term)" to enter LEAD 540.

All Papers and Homework. Format for all papers is *double-spaced*, *Times New Roman* font, *12 pitch*, *one inch margins* and *APA* style – see the guidance found in the *APA Assistance Folder* in our *Lesson Folder* Blackboard tab.

Discussion Board Questions Each student will participate in discussions frequently and **will receive a grade for each discussion question** based on the rubric below.

No Credit.

- "I agree."
- "Wow, that must have been really annoying!"
- "I'll check."
- "Visit www.cnn.com" [These 4 are fine to do and viewed favorably as signs of sociability, but they don't reveal thoughtfulness about the course material.]
- "In my humble opinion, this situation is one that requires a lot of thought and expertise before an answer can be achieved. It is something the experts will debate for many years, no doubt." [However lengthy, there is no content in this posting.]

Borderline Credit:

- "I agree. The theory you bring up is similar to Wechsler's original justification for his theory of intelligence (p. 100 text)." [Not enough information.]

- "Wow, that must have been really annoying! I once was trying to take a standardized test and the teacher started giving out the answers. I really question the validity of that measure." [Not clear if the person knows what validity is or is just using it because it sounds good there.]

Solid Credit:

- "Wow, that must have been really annoying! When I was in 3rd grade we were given a standardized test and the teacher started giving out the answers while we were taking the test. Since the test was supposed to tap a person's existing knowledge getting the answers would invalidate the whole thing because it wasn't our knowledge. The teacher should not have given all the correct answers. Someone looking at the results would have gotten suspicious if everyone got 100% since the tests are designed to have some very hard items that almost no one can get right." [a bit forced but does reveal that the person can think about how the material is applied.]
- "Visit http://www.cnn.com this week (right hand side click on 'Exams in the News'). They have an entire section on the controversy of standardized testing in the public schools. I particularly liked the section by Smith on test construction. It helped me understand the section in our text (p. 140) about how hard it is to write test questions and how they have to be checked by several people." [cites sources, mentioned specifics. provides a brief review of why we should go and where.]
- [In response to a request for a definition of creativity] "I think that creativity is willingness to take risks. I have a friend who is a creative dress-maker and another who is a creative painter and they always shock me a little. I have another friend who can carve anything as long as he has a model- but he can't make up his own designs so I don't think he is creative. His work is always boring. I think this fits best with Gardner's model of intelligences, particularly the person who knows himself well (Intrapersonal). You have to know yourself in order to be different from everyone else." [Answers the asked question, not something else, gives examples and connects to course material.]

Each discussion question is worth 15 points To receive up to 13 of the 15 points for each discussion board question, students must 1) answer the question(s); 2) apply an appropriate leadership theory/aspect/practice to the answer that was discussed during the lesson; and 3) provide an example (if appropriate - can be personal) that illustrates your answer. Although most questions are reflective, students must incorporate lessons learned from the reading material for the lesson in their response. Providing these three aspects in their response to the discussion question(s), student can earn up to 13 points. ***Students MUST post their response to the discussion question before they can see responses from other students.*** Students earn the other 2 points by their active participation regarding the question by posting comments to other student posts. Students have until Wednesday to post to another student's post – students still must submit initial posts by midnight Sunday for full credit, but have the extra three days to post to another student's post for the other two points. Online discussion is generally looser and freer flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. Although free flowing and somewhat informal, students ***MUST use correct grammar, spelling, and punctuation during the postings***!

Team Leader's Challenge Analysis Student will read the assigned Team Leader's Challenge then answer the questions at the end of the case study. When answering the questions, students should incorporate key aspects of the lesson into answers and not just answer the question. Each Leader's Challenge is worth 25 points. Students will post case study analysis to the provided link in the *Lesson Folder*.

Team DISC Reflection Paper Complete the online DISC behavior assessment. If you have already completed this assessment, you may use past results for this assignment as the DISC is results generally do not change over time. To complete the DISC Assessment, follow the instructions found in the Lesson #4 Folder in Blackboard. Once entered, answer several demographic questions including name and E-mail address then begin answering the question sets. Once completed, follow the instructions and view your feedback report. Please share this report (or a summary of its contents) with your team members. View the DISC overview instructor video and PowerPoint slides found in the *Lesson 4 Folder*. As a team, create a team reflection paper (three pages, double spaced, plus a cover page and reference page) that defines the strengths and weaknesses of your team based on the DISC assessments. Comment on who is best suited for what leadership roles when solving real-world problems. Post your paper to the Team DISC Reflection Paper link found in the *Lesson Folder*; only one team member has to post the paper.

Five Dysfunctions of a Team Summary Paper Students will read *The Five Dysfunctions of a Team* by Patrick Lencioni and write a summary of the book. The summary is three pages or less, plus a cover page and reference page, double spaced, and should summarize the text according to the five dysfunctions and how they are connected, what a team leader can do to prevent these dysfunctions form occurring, and one example of a team that they were a part of that did or did not exhibit these dysfunctions.

The grading rubric for the Five Dysfunctions of a Team Paper is below:

Summary of the Five Dysfunctions:	30 Points
Analysis of how the Five Dysfunctions are connected:	30 Points
What leaders can do to prevent the Five Dysfunctions:	20 Points
Illustration of a Dysfunctional or Functional team:	10 Points
Grammar, length of paper (3 pages):	10 Points
	Total: 100 Points

Team Analysis Paper Students will conduct an analysis of a team that they were or are presently a member. If not a member of a team, students should speculate on being a member of a team and conduct an analysis on what should occur if developing a formal team. Students should reflect on the team according to the Characteristics, Processes, Issues and Organizational Context found in our Levi text, *Group Dynamics for Teams*. Additional guidance includes:
Do not cover all the aspects that Levi discusses, just the most important or those that impact(ed) the team in significant ways;
   a. Assess the team according to the Team Assessment from the book, *The Five Dysfunctions of a Team* found on pp. 191 - 194; discuss the results;
   b. Length is eight pages, +/- one page; plus a cover page and reference page
   c. *Document* the Levi text with proper use of in-text citations and a reference section;

    d.   The general format should include what the team did/does well, what is did/does poorly and what it could have/could done/do to improve its performance.

The grading rubric for this Team Analysis Paper is below:

Overview of the team:	20 Points
Identification and analysis of team Characteristics, Processes, Issues, and Organizational Context:	100 Points
Dysfunction Assessment Analysis:	20 Points
Recommendations to Improve Performance:	30 Points
APA style, grammar, length (8 pages, +/- a page):	30 Points
	Total: 200 Points

X-Team Paper Students will continue their analysis of the team they selected to complete their **Team Analysis Paper** by creating an *X-Team*. To do this analysis, students will apply the principles from *X-Teams: How to Build Teams That Lead, Innovate, and Succeed* to the team analyzed for the **Team Analysis Paper**. Students will provide a summary of their previous analysis then speculate on how the chosen team could apply the three X-Team Principles in the future, discuss the needed X-Team Support Structure, discuss the possible use of X-Team Tools as well as the Infrastructure and Key Success Factors needed to create X-Teams. The paper is 8 pages, +/- a page, plus a cover page and reference sheet.

The grading rubric for this X-Team Paper is below:

Analysis of the three X-Team Principles:	75 Points
Analysis of X-Team Extreme Execution Tools: (focus on the tools discussed in chapter four)	50 Points
Analysis of X-Team Support Structure:	50 Points
Analysis of Infrastructure and Key Success Factors:	50 Points
APA Style, Grammar, length (8 pages, +/- a page):	25 Points
	Total: 250 Points

The Learning Center (TLC) Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc.

Accommodations In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at

270-745-5004 [270-745-3030 TTY] or via email at <u>sarc.connect@wku.edu</u>. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Individual Performance Honesty and integrity are utmost for an effective relationship. Students MUST treat each other with respect and dignity and to understand that different is not wrong, it is just different.

Cheating and Plagiarism To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To copy content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of "F" and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to "academic offenses" section of the WKU Student Handbook.

Incompletes A grader of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grader of "X" received by an undergraduate student will automatically become an "F" unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your instructor.

Privacy Matters The Internet may change or challenge notions of what is private and what is not. The instructor prefers to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password but no one can guarantee privacy on-line. Part of the privacy for every student depends on the actions of each individual student.

- The course software used enables the instructor to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: When using a public terminal (say at a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using a student's identification, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard passwords and change from the one assigned at the start of the term. (Go to Student Tools).
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, the instructor can not legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

Intellectual Property It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted. Students can share the most important part of a website as long as it is in the student's own words or interpretation. **The instructor decides the outcome of any loopholes in these rules.**

Title IX Policy. Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discriminiaton_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.