**LEAD 440 - Leading Teams - Web Section -
Fall 2021 - *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: July 28, 2021

Instructor's Time Zone: Eastern

Instructor Information:

   Charlie Baker, MBA

The best way to contact me is by email: Charles.baker@wku.edu
Emergency email: cbsnyber@gmail.com

Virtual Office Hours

I am more than happy to meet via Zoom to talk, or I will, upon request, provide my cell phone number if you prefer to call me. In general, ***email is the best way to contact me***. I always have my email open when I am at my desk during the week, and I check it at least in the morning on weekends. You should normally get an email answer within 24 hours (often within minutes during the week). If I will have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. **I am happy to help you, so don't be afraid to ask.**

Blackboard Help/WKU ITS Service Desk
270-745-7000

Make Sure You Know How to Use Blackboard

Bb Student User Training
If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training… you will gain instant access upon signing up. This is not required, but it could be very helpful for you and important for your success!

WKU Distance Learning Student Resource Center

You may also want to visit the [WKU Student Resource Center](https://www.wku.edu/online/srp/): https://www.wku.edu/online/srp/

Course Learning Outcome

Students, at the conclusion of this course, will examine the issues impacting team members, team leadership, team relationships, problem solving strategies, and organizational environments.

Learning Outcomes

Upon completion of the course students will be able to:
> (1) detect and understand effective team member behaviors;
> (2) identify issues impacting effective team relationships;
> (3) distinguish and examine effective team leadership;
> (4) analyze and develop problem solving strategies to enhance team performance;
> (5) identify and analyze the organizational environmental characteristic that impact teams.

Required Texts

1. *When Teams Work Best* by Frank LaFasto and Carl Larson (2001), Sage Publishing, ISBN 978-0-7619-2366-4.

2. *Group Dynamics for Teams*, **5th Edition** by Daniel Levi (2017), Sage Publishing, ISBN 978-1-4833-7834-3. Organizational Leadership has entered into a partnership with Sage, Inc. to provide you an e-book for our require text. By enrolling in this course, you agree to purchase this e-book. You can still purchase your own copy of the Levi text and opt out of the e-book. To opt out of the e-book, please use this [LINK](#) (also found in the Announcements of our Blackboard course site) and complete the required form. You also have the option to purchase a loose-leaf copy of this textbook at a greatly reduced cost. If you want a printed copy, at a reduced price, you must order that through The WKU Store during the first week of class. Approximately two weeks into the semester after the drop/add period, you will be billed the cost of this e-book. If you choose to drop the course during the regular add-drop period you will not be charged for the online portion of the material.

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.

Grading

- Syllabus Quiz — 10 points (extra credit)
- Discussion Boards (13 @ 15 point each) — 195
- Team Leader's Challenges (10 @ 25 points each) — 250
- Team DISC reflection paper — 100
- Midterm — 150
- Individual research paper — 200
- Team research paper — 150
- Final exam — 175

Total Points: 1220

The letter grade for the course: 1220 -1122 = A (92%), 1121 – 1000 = B (82%), 999 – 878 = C (72%), 877 - 793 = D (65%) and less than 793 = F.

Class Policies

General

This course consists of 14 lessons. ***All assignments are due on or before midnight every Sunday, unless otherwise noted.*** Refer to the Assignments Schedule for a complete list of assignments.

Late Submission Policy

Students have until the next week's deadline 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.

Incompletes

A grade 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.

Check Your WKU Email

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.

Blackboard

Blackboard serves as the primary means to conduct this course. Please log onto Blackboard and view a list of all courses enrolled and select "Leading Teams –(term)" to enter LEAD 440.

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 sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

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.

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) (located online at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) and Discrimination and Harassment Policy (#0.2040) (located online 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 Center](#) at 270-745-3159.

Assignment Descriptions

Discussion Boards

Each student will participate in discussions frequently. ***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.

Online discussion is generally looser and more free-flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. However, students ***MUST use correct grammar, spelling, and punctuation in their postings***!

Team Leader's Challenge Analysis

Students 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 Team Leader's Challenge is worth 25 points.

Team DISC Reflection Paper

In week two we will form random learning teams (Blackboard creates the teams, or groups), number of students in each team to be determined, for the two team projects (the team DISC assessment and the team research paper).

1) DISC measures patterns of behavior. Everyone will complete an online DISC behavior assessment. To complete the DISC Assessment, navigate to the following web site: https://www.tonyrobbins.com/ue/disc-profile.php. Once entered, answer several demographic questions including name and E-mail address then begin answering the question sets. Once completed, follow the instructions and download your feedback report. Using this report, you will write a one page summary of your DISC results. Include a discussion of your "DISC style" as determined by the report as well as your DISC dominant trait (Dominance, Influence, Steadiness, Conscientious). NOTE: while interesting, **do not include your Motivators** – focus solely on DISC.

2) A team leader (TL) for each learning team will be selected. This leader will manage the project for his or her team. The leader will be compensated ("awarded") with bonus points, and team members also will have the opportunity to earn bonus points. More details on this position and the bonus points will be forthcoming in week 2. The goal is to mimic a realistic team experience for all.

3) View the DISC overview instructor video, the DISC Breakdown file, and PowerPoint slides found in the *Lesson 4 Folder*.

4) As a team, create a team reflection paper (at least two pages, double spaced) that defines the strengths and weaknesses of your team **based on the summaries of the results of the individual team member DISC reports.** Comment on who among your team members is best suited for what leadership roles based on their DISC results. The TL will post your paper to the Team DISC Reflection Paper link found in the Lesson 4 folder in Blackboard.

This is not a formal paper; no cover page, sources, or citations are required.

Individual Research Paper

Students will individually (not assisted by team members) conduct research and submit a paper to the instructor on a topic selected from the list below. The paper format is **APA** style to include **a cover sheet, abstract, running head, references, one-inch margins, and 12 pitch Times New Roman font, double spaced.** The length of the research paper is **five to seven pages of text** (not including cover, abstract, or references). Students must use at least five primary sources; eight sources used for full credit. Students will select one of the topics from the list below and **post their selections to the Submit Assignments Here link in Blackboard by Lesson 2.** Topics for the individual research papers are (choose one):

1. What is the history of teams (since the early 1900s) and what role will teams play in the future?
2. What problems do team leaders face when leading older team members?
3. What types of organizations are not favorable for using a team structure and why?
4. What cultures favor the use of team structured organizations and why?
5. How can a team leader use social and emotional intelligence when leading a team?
6. Which conflict resolution approach/approaches are most effective for an athletic team leader and why?
7. Which conflict resolution approach/approaches are most effective for an industrial/manufacturing team leader and why?
8. How can team leaders avoid the corrupting influence of power?
9. Which decision-making methods are best suited for various types of teams? Use Sundstrom's (1999) six types of teams (page 6 of the Levi text).
10. How can a team leader best empower team members in a specific (you determine) type of team?
11. How does diversity impact creativity in a team decision-making process?
12. Do virtual teams make better decision than traditional teams?
13. What competencies and skills can a team leader practice to better influence their team peers?

14. What leadership model is best for developing relationships between a team leader and team members?
15. How can a university create the optimal organizational environment to support varsity athletic teams?
16. How can a for-profit organization (student selects the organization) create the optimal organizational environment to support a production team?

A grading rubric for this individual research paper is below:
- Statement of the research question: 20 points
- Explanation and analysis of the research question: 20 points
- Analysis and explanation of how teams will impact the selected topic   100 points
- Primary sources used: 20 points
- APA style, grammar, sentence structure: 20 points
- Overall impression   20 points

TOTAL: 200 points

Team Research Paper

The team research paper focuses on analyzing a college or professional sports team, from any sport. The analysis will include an overview of the team and how the selected team **did or did not follow the *Five Dynamics of Teamwork and Collaboration* by LaFasto and Larson (2001)**. The analysis can include more specific aspects as defined by Levi (2011).

I strongly suggest that the learning team select a specific season for a specific team. It is much easier to analyze teams over a short period of time rather than over years or even decades. The exception would be teams that were led for a long time by the same coach or manager and/or management team. Bear Bryant at Alabama, Joe Paterno at Penn State, Sparky Anderson with the Cincinnati Reds, Dean Smith at North Carolina, or George Halas with the Chicago Bears are examples of this. A specific year or season could focus on a championship team or a team that totally underachieved – both make compelling cases for success or failure at teamwork.

As with the DISC paper project, each team will have a team leader (may or not be the same person who led the DISC project) to manage the project, and that person will earn bonus points. Team members also will have the opportunity to earn bonus points by performing as part of the team to achieve its goal: create an "A" quality research paper. More details on this will be provided following completion of the DISC paper project.

1) The paper format is APA format to include a title page, abstract, running head, references, one-inch margins, and 12 pitch Times New Roman font. The length of the research paper is a minimum of eight pages of *text* (not including cover or references). Teams must use at least 10 primary sources for full references credit.

2) The team research paper focuses on analyzing a college or professional sports team. The analysis will include an overview of the team then how the selected team does or does not follow the *Five Dynamics of Teamwork and Collaboration* by LaFasto and Larson (2001). The analysis can include more specific aspects as defined by Levi (2017).

3) Grading for team papers: Team members will provide a score to the instructor for each team member. Each team member will score the other team members on a scale of 1 - 50 based on their assessment of each team member's contribution and effort toward the team research paper. Students will email team member scores to the instructor. **All team member scores are confidential and not shared by the instructor to other team members.** The average of the scores received will represent up to **50 points** of each student's total score for this paper. The team grade for the *paper* is based on 100 points; the total grade a student receives for the team research paper represents 150 points of a student's overall course grade (50 points from the student grade plus 100 points from the paper grade).

The grading rubric for the Team Research paper is below:

Overview of the team:	5 points
Analysis of the Five Dynamics of Teamwork and Collaboration:	
Team Members:	15 points
Team Relationships:	15 points
Team Problem Solving:	15 points
Team Leadership:	15 points
Organizational Environment:	15 points
Primary sources used	10 points
APA style, grammar, sentence structure:	10 points
TOTAL:	100 points