

LEAD 540: Leading Teams

Instructor

Andrew Kester, Ed.D.

Email

Andrew.kester@wku.edu

Phone

931-494-7732

Office Hours

I do not have an office on campus.

I am more than happy to meet via Zoom to talk. 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 you leave a voicemail, I will call you back shortly. 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 IT Help 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 Student Resource Portal: Tools for Online Learners

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

Course Description

Students 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:

1. analyze team processes to *gain a deeper understanding* of the effectiveness of team leaders and team members in organizations;
2. gain a *more thorough* understanding of effective team leader behaviors to mold team members into high performance teams;
3. apply conflict management strategies to solve *complex, larger-scale* issues among team members *and organizations*;
4. evaluate interpersonal skills in leading team members *to predict appropriate team behavior*;
5. evaluate dysfunctional teams *then develop solutions to remedy dysfunction*;
6. look externally for team opportunities and to counter team threats.

Required Texts

Ancona, D. , & Bresman, H. (2007). *X-Teams: How to build teams that lead, innovate, and succeed*. Harvard Business School Press, ISBN 978-1-59139-692-5.

Lencioni, P. (2002). *The five dysfunctions of a team*. Aha Publications. ISBN 0-7879-6075-6.
Used copies are acceptable for this class.

Levi, D. J., & Askay, D. A. (2021). *Group dynamics for teams* (6th ed.). Sage, ISBN 978-1-5443-0969-9
This text will be available as an eText via First Day Access in our course. Information on how to opt out can be found in Start Here.

Other Items Needed

- A computer—*not a tablet, not a phone*— with a reliable Internet connection.
- Microsoft Word or word processing software that saves files in .docx file format (All students have access to Office 365 through the [Microsoft Student Advantage program](https://www.wku.edu/it/sms/microsoft_sa.php) (https://www.wku.edu/it/sms/microsoft_sa.php)
- [Adobe Acrobat Reader](https://get.adobe.com/reader/) for viewing PDF files. (<https://get.adobe.com/reader/>)
- I recommend Firefox or Chrome as the Internet browser you use.

Grading

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades), so I don't answer emails that ask, "What's my grade?"

The letter grade for the course will be based on 1080 points as follows: 1080-993 = A, 992-885 = B, 884-777 = C, 776-702 = D and less than 702 = F.

Course Activities and Your Grade

Satisfactory completion of the learning outcomes will be measured as follows:

Syllabus Quiz (extra credit)	
Discussion Board Questions (12 @ 15 point each)	180
Team Leader's Challenges (10 @ 25 points each)	250
Team DISC Reflection Paper	100
Five Dysfunctions of a Team Summary Paper	100
Team Analysis Paper	200
X-Team Paper	250
Total Points:	1080

Class Policies

Assignment Due Dates

All assignments are due according to the Assignments Schedule at the end of this syllabus.

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.

My Plagiarism Policy

I do not tolerate plagiarism or academic dishonesty of any kind, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should they do this. If you do it more than once, you will fail the course. Your papers are submitted to plagiarism detection software, as well, as are any suspect discussion board and blog postings. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on all work!

Recycled Writing

Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current semester and only writing that has been written for LEAD 540. All writing submitted for LEAD 540 must be produced this semester. Students who submit writing completed during previous attempts at LEAD 540 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at LEAD 540 or for other courses will receive a failing grade for the course.

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 student's by right of creation unless the student gives proper credit via APA citations. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law.

Work Formatting and Submission

All work is to be typed and formatted according to APA style, 7th edition. Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of work. Work must be submitted in the space provided for it on Blackboard.

- Discussion board postings should be typed directly into the textboxes; no attachments
- Papers and Team Leader's Challenges must be submitted as attachments in Word (.docx) file format

Emailed assignments will not be accepted unless I specifically ask you to submit that way.

Corrupted Files

A word about "corrupted files": these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check the paper you submitted to make sure it is still able to be opened. If it is not, email me a working copy if the one on Blackboard somehow got corrupted immediately (as in within minutes of your original submission). Uploading "corrupted files" (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments. This is unfair to those of you who are hard-working, honest students, and I don't tolerate it.

If you submit the wrong file....

If you submit a file and realize that it was a draft or just not the right file in any way, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic! I will email you to confirm that I will be grading the emailed copy instead of the one posted to Blackboard. Emailed copies may be submitted to plagiarism detection software (SafeAssign).

If Blackboard locks or is down when you need to submit....

If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then when you next are able (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment, though (that's not fair to everyone who was honest and did their work on time).

Failure of Technology

We will be using Blackboard and the Internet for work in this course. Problems with Blackboard should be directed toward the IT Help Desk. Students should not put off things until the last minute, save often as they write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather!

If you have a problem and call the IT Help Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on. In general, students are honest about having problems, but in the past, I've encountered several "not very honest" people who try to say they've called the Help Desk claiming not being able to access Blackboard in an attempt to get more time on work. If you are not honest about this, you will be reported to the Office of Student Conduct. I'm an understanding person, but for such behavior, I have no tolerance. It's not fair to those who are honest and who do from time to time have genuine problems!

Withdrawal Policy

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting any work in Lesson 1. The final withdrawal date can be found in the [WKU Registration Guide](http://www.wku.edu/registrationguide) online at www.wku.edu/registrationguide.

Incompletes (Grades of "X")

Incompletes (grades of "X") are given only for documented, extreme circumstances for those who have only a few assignments outstanding at the term's end.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See [the Student Handbook](http://www.wku.edu/handbook) for additional guidance, available at <http://www.wku.edu/handbook>.

ADA Notice: Disability and 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, room 1074 of the Student Success Center. The phone number is 270-745-5004 or [email](mailto:sarc.connect@wku.edu) at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

The WKU Writing Center

Cherry Hall 123 and Cravens Library Commons (4th Floor)

I encourage you to utilize the services of [The Writing Center](http://www.wku.edu/english/writingcenter/writingcenter.php) in planning, drafting, and revising your work! They do offer online services! <http://www.wku.edu/english/writingcenter/writingcenter.php>

Respectful Behavior and General Civility

In my classes, I like to have free and open discussions of what we think and feel about class topics. So that we all feel comfortable expressing opinions freely, I ask that everyone be respectful of each other, even if we don't agree about everything. We can disagree and still be respectful. If someone chooses to use hateful, bigoted, or inappropriate language, I will report him/her to the Office of Student Conduct for further action, possibly even removal from class, or alternative work may be assigned.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). 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.

My Pledges to You

- ✓ To be available to you in a virtual environment to help you as you need it.
- ✓ To do my best to have work graded and posted back to you within 7-10 days after their due dates
- ✓ To answer reasonable questions by e-mail within 24 hours.

Description of Assignments

Discussion Boards

Each student will participate in discussions frequently. ***Each discussion question is worth 15 points.*** A document sharing appropriate post samples can be found in the Start Here area of our course.

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 more free 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

These assignments are case studies. Student will read the assigned Team Leader's Challenge then answer the questions at the end of the case study. When answering the questions, for a chance at full credit, students should incorporate and cite key aspects of and ideas from the lesson into their answers and not just answer the question.

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 should be three pages of text or less 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 from 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 DISC Reflection Paper

Complete the online DISC behavior assessment (links provided in the Lesson folder). If you have already completed this assessment, you may use past results for this assignment as the DISC results generally do not change over time. There is a link in the Lesson 4 folder for you to take the DISC for free. 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 of text excluding cover sheet and references, APA format, double spaced) 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.

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 & Askay text, *Group Dynamics for Teams*. Additional guidance includes:

- do not cover all the aspects that Levi & Askay discuss, just the most important or those that impact(ed) the team in significant ways;
- 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;
- the general format should include what the team did/does well, what it did/does poorly and what it could have/could do to improve its performance.

The expected length is eight pages, +/- one page, **document** your use of the Levi & Askay text with proper use of in-text citations and a references page.

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 (see the outline of the Levi & Askay text):	100 Points
<i>Dysfunction Assessment</i> Analysis:	30 Points
Recommendations to Improve Performance:	30 Points
<u>APA style, grammar, length (8 pages, +/- a page):</u>	<u>20 Points</u>
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 the previous analysis then speculate on how the chosen team could apply the three X-Team Principles in the future, discuss the possible use of X-Team Extreme Execution Tools, discuss the needed X-Team Support Structure, 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
<u>Overall Impression (8 pages, +/- a page):</u>	<u>25 Points</u>
Total: 250 Points	

Assignments Schedule LEAD 540

All work is due on Sunday at 11:59pm CT of the week listed unless otherwise noted.

Week 1: June 6-12

Lesson 1: Understanding Teams and Team Success

To Read, Watch, and Review:

- Watch the Start Here and Point of clarification videos
- Read Levi & Askay Chapters 1 and 2 and review the PPTs
- Read the introduction in X-Teams
- Begin reading the Five Disfunctions of a Team
- Read the Larson and LaFasto article
- Watch the video on Leaders
- Watch the video on Teams
- Watch the video on High Performing Teams
- Watch the video on X-Team Introduction

What Is Due:

- Syllabus Quiz (extra credit)
- Introductions
- Lesson 1 Discussion Board

Lesson 2: Team Beginnings and Processes; X-Teams

To Read, Watch, and Review:

- Watch the Introductory Video
- Read Levi & Askay Chapters 3 and 4 and review the PPTs
- Read X-Teams Chapter 1
- Read the article: Google Spent...
- Watch the video: Overview of the Five Dysfunctions of a Team
- Watch the video: Team Members, Process

What Is Due:

- Team Leader's Challenge 4
- Lesson 2 Discussion Board

Note: if you don't complete any Lesson 1 or 2 work by Sunday night, you will be dropped from LEAD 540.

Week 2: June 13-19

Lesson 3: X-Teams, Cooperation, and Competition

To Read, Watch. and Review:

- Watch the Introductory Video
- Read Levi & Askay Chapter 5 and review the PPT
- Read X-Teams Chapter 2
- Watch the video: Cooperation
- Watch the video: Overview of the X-Teams
- Complete the Cooperative, Competitive or Individualistic Survey, pp. 103-104 in Levi & Askay

What Is Due:

- Five Dysfunctions of a Team Paper
- Lesson 3 Discussion Board

Lesson 4: DISC, Team Building and Training

To Read, Watch. and Review:

- Watch the Introductory Video
- Watch the DISC overview videos, review the slides, and take the DISC
- Read Levi & Askay Chapter 17 and review the PPT

What Is Due:

- DISC Team Reflection Paper
- Team Leader's Challenge 17

Week 3: June 20-26

Lesson 5: Team Comm, Conflict, Power & Social Influence

To Read, Watch. and Review:

- Watch the Introductory Video
- Read Levi & Askay Chapters 6, 7, and 8 and review the PPTs
- Watch the videos on Communication and Leadership
- Watch the videos on Conflict
- Watch the video on Social Influence
- Complete the Conflict Management Styles Survey, p. 148-149 of Levi & Askay

What Is Due:

- Team Leader's Challenge 7
- Team Leader's Challenge 8
- Lesson 5 Discussion Board

Lesson 6: Decision-Making, Problem-Solving

To Read, Watch. and Review:

- Watch the Introductory Video
- Read Levi & Askay Chapters 9 and 11 and review the PPTs
- Watch the video: Problem Solving Process
- Watch the video: Six Thinking Hat Decision Making Process
- Watch the video: Tony Robbins on Problem Solving

What Is Due:

- Team Leader's Challenge 9
- Team Leader's Challenge 11

Week 4: June 27-July 3

Lesson 7: Team & Org. Culture, Eval. & Rewarding Teams

To Read, Watch. and Review:

- Watch the Introductory Video
- Read Levi & Askay Chapters 14 and 16 and review the PPTs
- Read the article: Influencing Organizational Culture
- Watch the videos on Corporate Culture

What Is Due:

- Team Leader's Challenge 14
- Lesson 7 Discussion Board

Lesson 8: Leadership, Virtual Teams

To Read, Watch. and Review:

- Watch the Introductory Video
- Read Levi & Askay Chapters 10 and 15 and review the PPTs
- Read the article on Virtual Team Leadership
- Watch the videos on Virtual Teams

What Is Due:

- Team Leader's Challenge 10
- Team Leader's Challenge 15
- Lesson 8 Discussion Board

Week 5: July 4-10

Lesson 9: X-Teams: Principle 1

To Read, Watch. and Review:

- Watch the Introductory Video

What Is Due:

- Lesson 9 Discussion Board
- Team Analysis Paper

Lesson 10: Creativity, Diversity

To Read, Watch. and Review:

- Watch the Introductory Video
- Read Levi & Askay Chapters 12 and 13 and review the PPTs
- Watch the videos on Creativity
- Watch the videos on Diversity and Leadership

What Is Due:

- Team Leader's Challenge 13
- Lesson 10 Discussion Board

Week 6: July 11-17

Lesson 11: X-Teams: Principles 2 & 3, Support Structure

To Read, Watch. and Review:

- Watch the Introductory Video
- Read X-Teams Chapters 4, 5, and 6
- Watch the video: Five Levels of Leadership
- Watch the video: Team Leadership

What Is Due:

- Lesson 11 Discussion Board

Lesson 12: X-Teams, Distributed Leadership in Action

To Read, Watch. and Review:

- Watch the Introductory Video
- Read X-Teams Chapters 7, 8, and 9

What Is Due:

- Lesson 12 Discussion Board

Week 7: July 18-22

Lesson 13: Team Leaders

To Read, Watch. and Review:

- Watch the Introductory Video
- Read the article: Leading Teams
- Watch the video: Team Leaders

What Is Due:

- Lesson 13 Discussion Board
- X-Team Paper

Lesson 14: Course Summary

To Read, Watch. and Review:

- Watch the Introductory Video
- Read the article: Team Leadership: A Look Ahead

What Is Due:

- Lesson 14 Discussion Board