

LEAD 540: Team Leadership

Instructor

Dr. Stacy Edds-Ellis

Syllabus Updated

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Email

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I try my best to reply to emails within 24 hours during the week and 48 hours over the weekend. Please be proactive.

Phone

Email is the best form of communication with me. Should we need to chat via phone, I will provide you with the best number to reach me.

Office Hours

Office hours are by appointment only. I am happy to meet with you via a phone call, Zoom, or in-person if schedules/distance allows.

Please note that using Blackboard messages is NOT a method of communication for this course. I do not receive notifications if you send a message through Blackboard. Therefore, I will never know to respond.

My Pledges to You

- ✓ To be available to you either in a real or 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 in person or email or by appointment.

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 are 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, it will be reported to the Office of Student Conduct for further action, possibly even removal from class, or alternative work may be assigned.

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

1. *Group Dynamics for Teams, 5th Edition*, by Daniel Levi (2017), Sage Publishing, ISBN 978-1-4833-7834-3.
2. *The Five Dysfunctions of a Team* by Patrick Lencioni ((2002), ISBN 0-7879-6075-6. Used copies exist and are acceptable for this class.
3. A book of your choosing that meets the requirement of the critical book review assignments. Please note that this book should not be a text used in a currently or previously taken leadership course.

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 ITS Software Center: [ITS - WKU Licensed Software | Western Kentucky University](#))
- [Adobe Acrobat Reader](#) for viewing PDF files. (<https://get.adobe.com/reader/>)
- Recommended Internet browsers-Firefox or Chrome.

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.

The letter grade for the course will be based on 1000 points as follows: 1000-900=A, 899-800= B, 799-700=C, 699-600=D and less than 600=F.

Course Activities and Your Grade

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

| | |
|--|-------------|
| Introduction | 10 |
| Team Leader's Challenges (10 @ 20 points each) | 200 |
| Five Dysfunctions of a Team Summary Paper | 100 |
| Team SWOT Analysis | 100 |
| Team Development Plan | 200 |
| Critical Book Review & Abstract | 100 |
| Team-Building Game Project | 300 |
| Total Points: | 1010 |

(Note that your grade will be based on 1000 points meaning you will receive 10 points extra credit.)

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 one week to submit late work for a 10% penalty. Example: if you do not submit a paper by deadline you have until the following deadline 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. Always reach out to me if you have trouble meeting deadlines.

Preparing for Graduation

If you are in the organizational leadership graduate program, remember to save ALL of your major assignments to use in your capstone portfolio in LEAD 600. LEAD 600 will require you to showcase your work from the graduate program.

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.

- Team Challenges should be typed directly into the textboxes; no attachments
- All papers or other submissions should be in .pdf or .docx 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).

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 will not 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).

SLPS Departmental Policy & Syllabus Statement

The School of Leadership & Professional Studies expects all undergraduate, graduate, and doctoral students to demonstrate academic integrity and not participate in academic misconduct as defined by the University (<https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>). The SLPS has developed two tiers for academic misconduct. Examples of academic offenses include (but are not limited to) any act of plagiarism, cheating, or falsification or misuse of academic records.

Tier 1 Violations

Acts of plagiarism that involve not citing all sources and/or using papers previously written and submitted in other courses are considered a Tier 1 violation. Students committing violations in Tier 1 will meet with the instructor to discuss the incident and work toward a resolution. Students may receive a zero on the submitted work with feedback stating the issue; students are responsible for checking grades and reading feedback. Instructors will follow the policy for Tier 2 violations for additional Tier 1 violations.

Tier 2 Violations

Tier 2 violations include but are not limited to using artificial intelligence programs, content generators or websites to complete an assignment in ways not allowed by the instructor, as described by the course syllabus, sharing passwords and login information with individuals not enrolled in the course, failing to cite any sources in submitted work when outside sources were obviously used, cheating on an assignment or test, or employing a person to complete an assignment, and/or committing a second Tier 1 violation. Students committing violations in Tier 2 will meet with the instructor to discuss the incident and review evidential materials. If the instructor determines a Tier 2 violation has occurred, the instructor should report the student to the Office of Student Conduct and request that the Office of the Registrar issue a failing grade for the course. If the academic misconduct is severe and flagrant, the student may be dismissed from the program. Students who wish to dispute the allegation, dismissal, or grade should follow the Student Complaint Policy (<https://www.wku.edu/handbook/academic-complaint.php>)

Failure of Technology

We will be using Blackboard and the Internet for work in this course. *Problems with Blackboard should be directed toward the ITS Service 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 ITS Service 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.

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 is **notated in the Registration Guide on the Office of the Registrar's website:** <https://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](#) 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. The 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.

The WKU Writing Center

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

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

Make Sure You Know How to Use Blackboard

Blackboard Help/WKU ITS Service Desk

270-745-7000

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/>

Privacy Matters

The Internet may change or challenge notions of what is private and what is not. As your instructor, I prefer 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 online. Part of the privacy for every student depends on the actions of each individual student.

- Blackboard enables your instructor to know if/when you have logged in, where in the course you have visited, and how long you have stayed. The IT Helpdesk also has access this information.

- Course Security: In the event you use a public terminal (e.g., a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard your password and change it from time to time at the [Create/Reset my Net ID Password page](http://www.wku.edu/it/accounts/netid/password.php) (<http://www.wku.edu/it/accounts/netid/password.php>)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

Title IX/Discrimination and Harassment

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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigator, Michael Crowe, 270-745-5429. 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.

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Regular & Substantive Interaction

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Feedback on assignments,
- Weekly announcements,
- Clear deadlines scattered throughout the term.

Description of Assignments

Introduction

At the beginning of the course, students will post an introduction about themselves. The introduction should include a professional background including the field in which the student works or plans to work. This will help students form virtual teams for the final project.

Team Leader's Challenge Analysis

These assignments are case studies and discussion boards. Student will read the assigned Team Leader's Challenge then answer the questions at the end of the case study in a discussion board. 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.* Students are expected to cite the textbook using APA format to support their answers. In addition, students are expected to respond to at least one other classmate. The response should include feedback on the proposed solution instead of simply agreeing with someone else's thoughts.

Extra Credit – Optional Reading Checks

Optional reading checks (quizzes) are available to help test your knowledge. If you earn a 75% or higher on all of the Reading Checks in this course, you will receive 20 points of extra credit at the end of the semester on your points total. You have two attempts per Reading Check. **All extra credit must be complete by 11/26/23.**

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.* Refer to the rubric for grading guidelines.

Team SWOT Analysis

Students will assess a team in which they are currently a member or were a member. (Remember that teams function in a variety of settings. If you are not part of a team at work, think about personal teams in which you are involved.) Consider different aspects of the team to determine its *Strengths, Weaknesses, Opportunities, and Threats (SWOT).* *When conducting the SWOT analysis, students should incorporate aspects from the Levi and Askay chapters leading up to the due date of the assignment. The SWOT analysis can be a bulleted list with brief explanations on each bullet. This SWOT analysis will help complete the Team Development Plan later in the semester.*

Team Leadership Critical Book Review

Critical Book Review: Students are required to select a book that is related to Team Leadership and that addresses a weakness, opportunity, or threat found in their SWOT Analysis. Contact me if you want to ensure the book choice is appropriate. After reading the book, prepare a 5-6 page critical book review. *Critical book reviews ARE NOT summaries of the book. Instead, you will: (1) Identify the author's thesis; (2) Provide a short summary of the book that is no more than 1/3 of the paper; (3) Evaluate the strengths and weaknesses of the book; and (4) Conclude the review with your overall assessment of the value, role in team leadership, etc.* The paper should be submitted in the Lessons folder. **(80 points)**

Critical Book Review Abstract: After writing the critical book review, students should provide an abstract of their paper in a discussion board thread for other students to read. *The abstract should include the book information (title, author, etc.), a summary, and the strengths and weaknesses of the book. This should be no more than one paragraph.* The goal of the assignment is to help classmates find books to add to their professional library and to address weaknesses, opportunities, or threats in their team. The abstract will be a discussion board post and should be submitted in the **Lessons folder. (20 points)**

Team Development Plan

Students will use the SWOT analysis conducted earlier in the course as well as the textbooks and book selected for the critical book review to create a development plan for the same team used for the SWOT analysis. The Development Plan *must include the organizational mission, the team's connection to the organizational mission, the purpose of the team, the required team skillsets, and an analysis of the areas mentioned in the Levi and Askay text. After analyzing the team, students will write three SMART goals to help the team improve upon weaknesses or address threats. Goals should include a means to assess progress toward meeting the goal, resources to help meet the goal, a timeline, and the desired outcome after the goal is achieved.* A template is provided; however, students should customize it to meet their individual and organizational needs.

Final Project: Team-Building Game

The final project in this course is the creation of a team-building game worth 300 points with a virtual team. Teamwork may be difficult in online courses. Classmates may be in different parts of the country or world. However, this replicates many work environments. You may not work in these types of environments currently; however, virtual teams are prevalent in the workforce. It is important to understand how to lead and work within virtual teams to complete tasks.

Students will be divided into virtual teams based on their professions or professional interests. Then, students will develop a plan to complete the final project. Please note that the instructor of the course is NOT your team leader. The instructor will help in an advisory capacity; however, the team must coordinate times to meet, create deadlines for each other, and assign virtual team roles. All information and tools for this assignment are in the Final Project Folder on Blackboard. The final project requires the submission of a team-building game lesson plan, assessment of your virtual team's performance, and a reflection paper on your virtual team.

The Game (150 points): Students will work in a team to develop a team-building game relevant to their profession. The team must assign roles, establish a communication plan, set meeting times (if needed), and coordinate the completion of the final project. More information is in the Final Project Folder.

Peer Feedback (50 points): Students will give meaningful feedback to other teams on their team-building game to help the team make improvements and adjustments. Each student must provide feedback to at least one other group.

Team Member Assessment (50 points): Students will use the rubric in the Final Project Folder to assign points to team members based on their contributions. The average of those points will be used to issue a final team member grade.

Reflection (50 points): After the final project is submitted, each team member will independently write a reflection on how the team progressed through the Forming, Norming, Storming, Performing Model

and synthesize the material in the textbook with its relationship to the teamwork. In addition, students should reflect on the virtual team experience including the challenges and how the team worked to overcome them. The paper should be 2-4 pages (not counting the cover page and reference page). Students should use the textbook to support their thoughts.

Rubrics

All lessons include a rubric that the instructor will use to grade your work. All rubrics are visible to students through the assignment link. Review the rubric before submitting your assignment to ensure you have met all of the requirements.

Assignments Schedule LEAD 540

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

Lesson 1: Understanding Teams and Team Success (Due August 27)

To Read, Watch, and Review:

- Watch the Start Here and Point of clarification videos
- Read Levi Chapters 1 and 2 and review the PPTs
- Begin reading *The Five Dysfunctions 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

What Is Due:

- Introduction Discussion Board

Lesson 2: Team Beginnings and Processes (Due September 3)

To Read, Watch, and Review:

- Read Levi Chapters 3 and 4 and review the PPTs
- 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 (Chapter 4)
- Pick a team (from your classmates) to work with for the duration of the course.

Lesson 3: Cooperation and Competition (Due September 10)

To Read, Watch, and Review:

- Read Levi Chapter 5 and review the PPT
- Watch the video: Cooperation
- Complete the Cooperative, Competitive or Individualistic Survey in Levi text

What Is Due:

- *Five Dysfunctions of a Team* Paper

Lesson 4: Team Building and Training (Due September 17)

To Read, Watch, and Review:

- Read Levi Chapter 17 and review the PPT
- Start thinking about your upcoming SWOT analysis:

- [SWOT Analysis - What is SWOT? Definition, Examples and How to Do a SWOT Analysis - YouTube](#)
- [SWOT Analysis Guide \(With Steps To Perform and Examples\) | Indeed.com](#)

What Is Due:

- Team Leader's Challenge 17 (Chapter 17)

Lesson 5: Team Comm, Conflict, Power & Social Influence (Due September 24)

To Read, Watch, and Review:

- Read Levi 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 Resolution Styles Survey, p. 151-152 of Levi

What Is Due:

- Team Leader's Challenge 7 (Chapter 7)
- Team Leader's Challenge 8 (Chapter 8)

WKU Fall Break: Monday, October 2 and Tuesday, October 3

Lesson 6: Decision-Making, Problem-Solving (Due October 1)

To Read, Watch, and Review:

- Read Levi 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 (Chapter 9)
- Team Leader's Challenge 11 (Chapter 11)

Lesson 7: Team & Org. Culture, Eval. & Rewarding Teams (Due October 8)

To Read, Watch, and Review:

- Read Levi Chapters 14 and 16 and review the PPTs
- Read the article: Influencing Organizational Culture
- Select book for critical book review.
- Watch the videos on Corporate Culture
- Watch the video: [SWOT Analysis - What is SWOT? Definition, Examples and How to Do a SWOT Analysis - YouTube](#)

- Read the article: [SWOT Analysis Guide \(With Steps To Perform and Examples\) | Indeed.com](#)

What Is Due:

- Team Leader's Challenge 14 (Chapter 14)
- Team SWOT Analysis

Lesson 8: Leadership, Virtual Teams (Due October 15)

To Read, Watch, and Review:

- Read Levi Chapters 10 and 15 and review the PPTs
- Rea the article on Virtual Team Leadership
- Watch the videos on Virtual Teams

What Is Due:

- Team Leader's Challenge 10 (Chapter 10)
- Team Leader's Challenge 15 (Chapter 15)

Lesson 9: Critical Book Reviews (Due October 22)

To Read, Watch. and Review:

- Finish reading your selected book for the critical book review.
- Watch the Video: [How to Write a Critical Book Review - YouTube](#)

What Is Due:

- Critical Book Review and Abstract

Lesson 10: Creativity, Diversity (Due October 29)

To Read, Watch, and Review:

- Read Levi 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 (Chapter 13)

Lesson 11: Team Leadership (Due November 5)

To Read, Watch, and Review:

- Watch the video: Five Levels of Leadership
- Watch the video: Team Leadership

What Is Due:

- Final Project Draft Submission & Peer Feedback

Lesson 12: Team Analysis or Virtual Team Week (Due November 12)

To Read, Watch, and Review:

- Read article: [SMART Goal - Definition, Guide, and Importance of Goal Setting \(corporatefinanceinstitute.com\)](http://corporatefinanceinstitute.com)
- Team Assessment Survey: ([Team Effectiveness Assessment - Management Training from MindTools.com](http://MindTools.com))
- Make updates to Final Project based on class feedback.

What Is Due:

- Work on Final Project with Virtual Team or work on your Team Development Plan.

Thanksgiving Break: Wednesday, November 22 – Friday, November 24

Lesson 13: Team Leaders (Due November 19)

To Read, Watch, and Review:

- Read the article: Leading Teams
- Watch the video: Team Leaders
- Make updates to final project based on received feedback.

What Is Due:

- Team Development Plan

Lesson 14: Course Summary (Due December 3)

To Read, Watch, and Review:

- Read the article: Team Leadership - A Look Ahead

What Is Due:

- Team-Building Lesson Plan Submission
- Team Member Assessments
- Final Reflection on Project Experience