

LDR311 Team leadership



Pathways

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We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97 Copyright © 1998 University of Calgary

LDR311 Team Leadership
Rocky Mountain College
Credits: 3

Course Description

This course focuses on theories of healthy team development, personal and group dynamics and communication as a team. Time will be spent in understanding board governance and team development and how to function more effectively and efficiently as a team leader in navigating conflict situations. Prerequisite HTH 274.

Course Objectives

By the end of this course students will be able to:

- a) understand the historical and biblical philosophy of leadership development and of shared and team leadership
- b) have a foundational understanding of the theories, practices and approaches that underlie the best practices of team development and leadership development
- c) have a sense of calling and mission toward team leadership that flows from understanding community, diversity of giftedness, and the concept of the body of Christ in leading and serving
- d) have an appreciation for their unique potential for teamwork given the diversity of behaviours, preferences, styles, skills and disciplines
- e) have an understanding of team processes, designs and systems that allow for maximum ministry outcomes
- f) use a set of competencies which move a group of people through the various stages of building a team
- g) understand the different models of board governance, the different types of boards and the key principles of Boardmanship
- h) have an awareness of models, perspectives, processes and personal attributes for understanding conflict and conflict resolution
- i) feel more confident in developing and leading a team
- j) work with volunteer teams (functional teams that get things done - e.g., ministry teams) and non-profit boards (committees that govern through policy, e.g. church board or community board)

Required Texts

The Bible.

Franz, T. M. (2012). Group dynamics and team interventions: Understanding and improving team performance. Malden, MA: Wiley-Blackwell.

Harvard Business Review (2013). HBR's 10 must reads on teams. Boston, MA: Harvard Business School Publishing Corporation.

Lencioni, Patrick (2002), *The Five Dysfunctions of a Team*, Jossey-Bass, ISBN 0-7879-6075-6
(Available through the RMC electronic resources: Ebook Central)

Hartwig, R. (2008). *Managing Tension through Transition: The Life of a Growing, and Changing, Suburban Evangelical Church*. (Included in course materials)

Serini, S. (2016). *Opinion Leadership and Culture Change: A Case Study of a Church in Transition*. (Included in course materials)

Optional Reading (not required)

Griffith, B. & Dunham, E. (2015). *Working in teams: Moving from high potential to high performance*. Thousand Oaks: CA: Sage Publications.

Shapiro, M. (2015). *HBR guide to leading teams: Balance skills and styles, establish clear roles, promote healthy dissent*. Boston, MA: Harvard Business School Publishing Corporation.

Course Grading

Assignment	Points	Percentage
Discussions/class participation	200 - 8 @ 25 pts each	20%
Research Article Analysis	100 - 2 @ 50 pts each	10%
Lencioni Text Analysis	100	10%
Journals	200 - 4 @ 50 pts each	20%
HBR Reading Reflections	200 – 2 @ 75 points each	15%
Video Reflections	3 @ 50 pts each	15%
Case Study	1 @ 100 pts	10%

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under “Resources” – “RMC Writing Support”)

Discussions (20%)

Class discussions will be treated as your class participation grade.

Please see the “Description of the Nature of this Course” page in the “Course Preamble” to see how the discussion will be set up according to enrollment:

- If you are enrolled in a cohort with set due dates you will need to post in each discussion forum at least three times for a total of six (6) posts per discussion. Please give your responses some thought and respond to your classmate’s thoughts as well. You will be graded on number of posts and thoroughness of response:
 - One sentence responses to questions are not acceptable. Your posts need to be well researched and thought out. Please craft your responses; do not simply write something “off the top of your head”
 - Please structure your responses so that they are in your own words. If you do need to quote portions of your response please be sure to properly cite the source.

- Your responses should demonstrate familiarity with the material contained in the module
- If you are enrolled as a student working independently you will need to make an initial post in each discussion and to respond to any questions put to you by your facilitator. You will be graded on thoroughness of response:
 - One sentence responses to questions are not acceptable. Your posts need to be well researched and thought out. Please craft your responses; do not simply write something “off the top of your head”
 - Please structure your responses so that they are in your own words. If you do need to quote portions of your response please be sure to properly cite the source.
 - Your responses should demonstrate familiarity with the material contained in the module

Research Article Analysis (10%)

As a means to delve deeper in a topic or extend understanding of topics related to managing team leadership, you are asked to explore two specific articles from three possible options. You will choose two articles only to analyze deeply. Choose from the three articles identified below.

- 1) Choi, S., & Schnurr, S. (2014). Exploring distributed leadership: Solving disagreements and negotiating consensus in a ‘leaderless’ team. *Discourse Studies*, 16(1), 3-14. doi: 10.1177/1461445613508891
- 2) Berg, R. W. (2012). The anonymity factor in making multicultural teams work: Virtual and real teams. *Business Communication Quarterly*, 75(4), 404-424. doi: 10.1177/1080569912453480
- 3) Endacott, C. G., Hartwig, R. T., & Yu, C. H. (2017). An Exploratory Study of Communication Practices Affecting Church Leadership Team Performance. *Southern Communication Journal*, 82(3), 129-139. doi:10.1080/1041794X.2017.1315450

After having carefully read the article, provide analysis for the following issues:

- 1) Summarize in 500 to 600 words the primary purpose of the article and the arguments for why the author(s)' research is important;
- 2) Explain the researchers' hypotheses and/or research questions providing results achieved for each;
- 3) Analyze the findings and what importance the article's findings provide for us as team leaders/members.

Lencioni Text Analysis (10%)

Students will analyze the main characters in the story and apply to their own team leadership experiences, answering the questions below:

- 1) Evaluate Kathryn’s leadership style. What are her strengths? Areas of improvement? What was most effective about how she led this team? What did you learn from her leadership that you want to emulate in leading your teams in the future?

- 2) Which of the main characters have an area for improvement that is most like an area in which you need to improve? Detail the area of improvement and write 2-3 specific goals for how would like to improve.
- 3) Briefly summarize the 5 dysfunctions and how would you overcome each one in your specific workplace setting. If you are not currently working, choose a previous work situation or a hypothetical situation.

This analysis must be double spaced and a minimum of four pages or 1,200+ words in length. Please keep the font to Times New Roman 12 pt. All essays must be in APA format. You are required to use the school's database (Ebscohost etc.) for at least two of your sources accessible through the RMC website rockymountaincollege.ca (click on "Resources" on the homepage).

HBR Reading Reflections (15%)

To assess your understanding of the reading, you will write 2 reading reflections from the text, HBR's 10 Must Reads. Your reflections should be 2-2.5-pages on the following:

Reflection 1 (Chapters 1-5):

- 1) What does it take to build a great team?
- 2) What role does discipline play in teams?
- 3) How specifically can you lead your team to be collaborative?
- 4) Why are small wins important?

Reflection 2 (Chapters 6-10):

- 1) How does having high emotional intelligence help you lead teams more effectively?
- 2) What principles should you apply when leading a multi-cultural team?
- 3) What principles should you use when encouraging healthy debate among a team?
- 4) What makes a great team member?

Video Reflections (15%)

To assess your understanding of class content, you will write or record 3 reflections from the following videos regarding what you learned about team leadership and how this relates to class content. You may choose to either submit the link of a 3-4 minute video of your reflection uploaded to YouTube or you may write a 3-3.5-page reflection in a Microsoft Word document.

Video Reflection 1:

Vilarino, G. (2015). How Argentina's blind soccer team became champions. TedTalks.

[Video File]. Retrieved from:

https://www.ted.com/talks/gonzalo_vilarino_how_argentina_s_blind_soccer_team_became_champions

Video Reflection 2:

Edmundson, A. (2017). How to turn a group of strangers into a team. TedTalks. [Video File]. Retrieved from:

https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team

Video Reflection 3:

Andrés, J. (2017). How a team of Chefs fed Puerto Rico after Hurricane Maria. TedTalks. [Video File]. Retrieved from:

https://www.ted.com/talks/jose_andres_how_a_team_of_chefs_fed_puerto_rico_after_hurricane_maria

Journals (20%)

You will write 6 journal entries. Whereas the essays are carefully graded by traditional paper guidelines, the journals are graded in three categories: problematic=60, acceptable=80, excellent=100. To get an excellent grade, demonstrate that you have thought carefully about the issue. Journals should be 2-2.5 pages long, typed, double-spaced. You can use the first person. You do not need to include any further information than specifically requested in the guidelines that follow. You do not need to do library research for journals.

Journal 1: Briefly examine how a specific team functioned in the Bible e.g. the early church and analyze the effectiveness of your chosen team. Weave what you are learning from course content within your journal entry.

Journal 2: What is your favorite verse(s) about leadership in the Bible? Why? Weave what you are learning from course content within your journal entry.

Journal 3: Discuss a time when you led something in which you wish you could do over again. What did you do at the time and what would you have done differently? Weave what you are learning from course content within your journal entry.

Journal 4: What has been the most difficult leadership issue you have faced (or are facing right now) and what did you do (or what are you doing) to resolve it? Weave what you are learning from course content within your journal entry.

Journal 5: Who is a famous leader (specifically someone who led an effective team) you would like to emulate? Why? Weave what you are learning from course content within your journal entry.

Journal 6: We have examined many concepts, principles, and skills related to managing team leadership during this course. Some of the material may have been review for you with much of it presenting a new perspective on how teams and groups form, function, perform, and succeed. Reflect on what you have learned and experienced. What has been your most important insight in this class? Share your reflections detailing the most important information to take with you into your workplace, service, or personal life. Be sure to give specific examples and reasons to support your thoughts.

Case Study Analysis (10%)

Choose one of the following articles and write a 2.5-3-page analysis using at least 2 references for support. Use the following outline to write your analysis.

1. Introduction

- Identify the key problems and issues in the case study.
- Formulate and include a thesis statement, summarizing the outcome of your analysis in 1–2 sentences.

2. Background

- Set the scene: background information, relevant facts, and the most important issues.
- Demonstrate that you have researched the problems in this case study.

3. Alternatives

- Outline possible alternatives
- Explain strengths and weaknesses of each alternative

4. Proposed Solution

- Provide one specific and realistic solution or if study presents what the organization did to resolve the problem, analyze whether this was the correct solution
- Explain why this solution was chosen
- Support this solution with solid evidence

5. Recommendations

- Determine and discuss specific strategies for accomplishing the proposed solution.
- If applicable, recommend further action to resolve some of the issues
- What should be done and who should do it?

Cases:

1)Serini, S. (2016). Opinion Leadership and Culture Change: A Case Study of a Church in Transition. *Florida Communication Journal*, 44(1), 33-47.

2)Hartwig, R. (2008). Managing Tension through Transition: The Life of a Growing, and Changing, Suburban Evangelical Church. *Conference Papers -- National Communication Association*, 1.

Course Outline

Module	CHAPTER & TOPIC	Assignments
1	Franz Ch 1 – Introduction to Teams Franz Ch. 2 – Methods of Assessing and Evaluating Team Functioning HBR – New Science of Building Great Teams HBR – Why Teams Don't Work	1. Read Syllabus and Intro Materials (2 hrs) 2. Read and Study Chapters 1 & 2 in Franz (3 hrs) 3. Read and Study Chapters 1 & 2 in HBR (2 hrs) 4. Post to the Module 1 Introductions (1 hr) 5. Post to the Module 1 Discussion Board (3 hrs) 6. Submit Journal 1 (2 hrs)

		Total: 13 hrs
2	Franz Ch 3. – Team Theories and Concepts Franz Ch. 4 – Understanding Culture and Diversity HBR – Discipline of Teams HBR – Ways to Build Collaborative Teams	<ol style="list-style-type: none"> 1. Read and Study Chapters 3 & 4 in Franz (3 hrs) 2. Read and Study Chapters 3 & 4 in HBR (2 hrs) 3. Post to the Module 2 Discussion Board (3 hrs) 4. Submit Journal 2 (2 hrs) 5. Submit Video Reflection 1 (3 hrs) Total: 13 hrs
3	Franz Ch. 5 – Preparing the Environment for Teamwork Franz Ch 6 – Improving Small Group Communication and Trust HBR –Power of Small Wins HBR –Building the Emotional Intelligence of Groups	<ol style="list-style-type: none"> 1. Read and Study Chapters 5 & 6 in Franz (3 hrs) 2. Read and Study Chapters 5 & 6 in HBR (2 hrs) 3. Post to the Module 3 Discussion Board (3 hrs) 4. Submit Journal 3 (2 hrs) 5. Submit Research Article Analysis 1 (3 hrs) Total: 13 hrs
4	Franz Ch 7 – Improving Creativity and Innovation Franz Ch 8 - Improving Problem Solving and Decision Making HBR – Managing Multicultural Teams HBR – When Teams Can’t Decide	<ol style="list-style-type: none"> 1. Read and Study Chapters 7 & 8 in Franz (3 hrs) 2. Read and Study Chapters 7 & 8 in HBR (2 hrs) 3. Post to the Module 4 Discussion Board (3 hrs) 4. Submit Journal 4 (2 hrs) 5. Submit HBR Reflection 1 (3 hrs) Total: 13 hrs
5	Franz Ch 9 – Understanding Cohesion and Collaboration Franz Ch 10 – Reducing Dysfunctional Conflict and Improving Cooperation HBR – Virtuoso Teams HBR – How Management Teams Can Have a Good Fight	<ol style="list-style-type: none"> 1. Read and Study Chapters 9 & 10 in Franz (3 hrs) 2. Read and Study Chapters 9 & 10 in HBR (2 hrs) 3. Post to the Module 5 Discussion Board (3 hrs) 4. Submit Journal 5 (2 hrs) 5. Submit Video Reflection 2 (3 hrs) Total: 13 hrs
6	Franz Ch 11 – Influence, Power, and Leadership Ch 12 – Working in Virtual Teams	<ol style="list-style-type: none"> 1. Read and Study Chapters 11 & 12 in Franz (3 hrs) 2. Read and Study Lencioni: The Fable (4 hrs) 3. Post to the Module 7 Discussion Board (3 hrs) 4. Submit Research Article Analysis 2 (3 hrs) 5. Submit Journal 6 (2 hrs) Total: 15 hrs
7	Franz Ch 13 – Searching for Synergy: Creating a High-Performing Team	<ol style="list-style-type: none"> 1. Read and Study Chapter 13 in Franz (2 hrs) 2. Read and Study Lencioni: The Model (4 hrs) 3. Post to the Module 7 Discussion Board (3 hrs) 4. Submit HBR Reflection 2 (3 hrs) Total: 12 hrs

8	Working with Nonprofit Teams and Boards - Articles from Sereni (2016) and Hartwig (2008)	<ol style="list-style-type: none">1. Read and Study Sereni article (2 hrs)2. Read and Study Hartwig article (2 hrs)3. Post to the Module 8 Discussion Board (3 hrs)4. Submit Lencioni Text Analysis (2 hrs)5. Submit Video Reflection 3 (2 hrs)6. Submit Case Study Analysis (3 hrs) Total: 14 hrs
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