

UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
LDST 3360 Leadership and Team Building
Syllabus

Catalog Description

This course presents the research and practice relevant to improving teamwork in organizations for permanent work groups, temporary project teams and virtual teams, for a variety of purposes, including: Improving productivity, clarifying roles, resolving conflict and adapting to change. Students will model theories and concepts for effective management of teams and groups. Prerequisite: MGT 3340, MGT 3354, ORGD 3340.

Context

Prerequisites: MGT 3340, MGT 3354, ORGD 3340

This course is required for Bachelor of Science in Leadership Studies This course may not be repeated for credit.

This course may be offered in a face-to-face, blended and online format. Grade Mode: Normal

Course Overview

This course is meant to help a student develop problem solving and models for diagnosis of team/group needs. Students will understand permanent teams, as well as virtual and temporary teams. There are a variety of research tools essential to the course to include: textbooks, internet, library, action-research, analysis and evaluation tools, office applications and business/analytical software.

This course will address the following topics:

- * problem solving, models for diagnosis of team/group needs
- * understanding permanent, temporary and virtual teams
- * improving team processes
- * clarifying team member's roles and responsibilities
- * resolving team conflicts
- * measuring team effectiveness
- * helping teams adapt to change
- * organizational case studies
- * group presentation
- * individual presentations
- * client role-playing

Course Outcomes and Assessments

Course Outcomes Upon completion of the course, students will be able to:	Assessments The course outcome will be assessed through a combination of:
<ol style="list-style-type: none"> 1. Explain the skills related to team building, team cohesiveness, and diversity in team performance. 2. Diagnose team strengths/weaknesses through the use of diagnostic and intervention processes. 3. Analyze how organizational culture impacts the success or failure of effective teams. 4. Employ team building skills to create a culture of leadership, cultural transformation, and strategic competitiveness. 5. Examine and apply skills to create positive change, maximize performance, encourage innovation, and handle conflicts. 6. Demonstrate competence in applying the fundamental concepts of team building in organizational development and organizational change. 	<ol style="list-style-type: none"> 1. Instructor designed examinations evaluating objective and applied concepts. 2. Applied technology-based weekly assignments (quiz format), problem solving exercises. 3. Discussion and participation both in course objectives and problem solving exercises. 4. Case study exercises and simulations.

Course Texts/Supplies/Materials

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week 1	<ul style="list-style-type: none"> • Ch. 1 Understanding Teams • Ch. 2 Defining Team Success • Watch the following video - What is Leadership: https://www.youtube.com/watch?v=zpNWDekfGog • Watch the video – Leadership and Team Building by Patrick Lencioni: https://www.youtube.com/watch?v=wK23x2IQQ_s 	<ul style="list-style-type: none"> • What is your definition of leadership? • Describe your leadership style? • How do you use leadership when working in teams? • How do you lead a team? <p>*Professor can use articles/videos to create different assignments.</p>
Week 2	<ul style="list-style-type: none"> • Ch. 3 Team Beginnings • Ch. 4 Understanding the Basic Team Process • Ch. 5 Cooperation and Competition • Read the article: Maslows Hierarchy of Needs David McClelland - Achievement Motivation • Watch the following video – The Puzzle of Motivation: https://www.youtube.com/watch?v=rrkrvAUbU9Y&t=17s OR • Motivating People to Excellence: https://www.youtube.com/watch?v=aljb6ZXBwV0 	
Week 3	<ul style="list-style-type: none"> • Ch. 6 Communication • Ch. 7 Managing Conflict • Watch the video: Conflict is a Place of Possibility https://www.youtube.com/watch?v=WfQeH3092Sc 	
Week 4	<ul style="list-style-type: none"> • Ch. 8 Power and Social Influence • Ch. 9 Decision Making • Ch. 10 Leadership <p>Read the Article: How small shifts in leadership can transform your team dynamic by C. Webb (2016)</p> <ul style="list-style-type: none"> • Watch the following video – Start with Why – How Great Leaders Inspire Action https://www.youtube.com/watch?v=u4ZoJKF_VuA OR • Hear Yes! More Often With the Science of Influence https://www.youtube.com/watch?v=6pxm8ziST_A 	
Week 5	<ul style="list-style-type: none"> • Ch. 11 Problem Solving • Ch. 12 Creativity 	

	<ul style="list-style-type: none"> • Watch the following video: How to Manage for Collective Creativity: https://www.ted.com/talks/linda_hill_how_to_manage_for_collective_creativity?language=en 	
Week 6	<ul style="list-style-type: none"> • Ch. 13 Diversity • Ch. 14 Ch. 14 Team, Org and International Culture • Read the Article: Why diversity matters by Hunt, Layton & Prince (2018) • Watch the following video – The Surprising Solution to Workplace Diversity: https://www.youtube.com/watch?v=mtUIRYXJ0vl <p>OR</p> <p>Using Diversity to Drive Innovation: https://www.youtube.com/watch?v=7mhKfyRtFB0</p>	
Week 7	<ul style="list-style-type: none"> • Ch. 15 Virtual Teams • Ch. 16 Evaluating and Rewarding Teams • Read the Article: When HR Teams Work Virtually by SHRM • Watch the following video: Stop Trying to Motivate Your Employees ((unleash their motivation): https://www.youtube.com/watch?v=7lhVUedc1a4&t=150s 	
Week 8	Final Assignment	

Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation.

Grading Activities Criteria and Guidelines**Grading Standards:**

Discussion/Participation	20%
Homework/Assignment	15%
Research Paper/Project	15%
Midterm Examination	25%
Final Examination	25%
Total	100%

Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW		F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicates an acceptable grasp of the essentials of the course.

D+, D, and D- indicates less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: <http://uiw.smartcatalogiq.com/2015-2017/Catalog/VIII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of home works, tests, exams, and e-mail communication: Save for your records
- Assignments and Home works with due dates: Expected to be turned-in on time

Homework Rubric:

Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into	Supplements case study with relevant research into the	Supplements case study with limited research into the	Supplements case study, if at all, with

	the present situation of the company; clearly and thoroughly documents all sources of information	present situation of the company; documents all sources of information	present situation of the company; provides limited documentation of sources consulted	incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business Acumen	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of	Infrequent contribution effort leading to limited	Occasional contribution effort, however, positive	Consistently uses a wide range of contribution

	engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.
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Academic Honesty Statement

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the (UIW) student handbook for definitions and procedures for investigation of claims of academic dishonesty.

Disability Accommodations

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations

Under the Department of Education’s (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209
(210) 829-3997
(210) 283-6329
www.uiw.edu/sds

Title IX Information

University of the Incarnate Word is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from sexual misconduct, including sex based discrimination, sexual harassment, sexual assault, sexual exploitation, stalking, relationship violence (including domestic and dating violence), and retaliation. The university encourages the prompt reporting of any incidents. For more information, or to report an incident, please visit www.uiw.edu/titleix.

Class Absences for Religious Observances

The University of the Incarnate Word welcomes persons of diverse backgrounds and is therefore committed to providing reasonable accommodations for students wanting to attend religious observances and who will miss class. Students must inform instructors at least two weeks prior to attending a religious observance. Students use the form found in the UIW Student Handbook & Student Code of Conduct to request accommodations from the instructor.

Approval date: