Course: MLS 5340 Team Based Leadership

Online course

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*This syllabus is subject to change at our discretion to meet students’ instructional needs and/or to accommodate time constraints.

Required Text(s):


Course Objectives: By the end of the class you will be able to:

- Identify and analyze problems related to group decision making and team effectiveness
- Develop and propose solutions to problems related to group decision making communication and processes
- Understand conditions and requirements for the use of teams to solve difficult problems within organizations
- Use key theories in leadership to help you lead or participate in leadership teams effectively

Time frame

**3 weeks (from Monday March 27 to Friday April 15, 2017)**

(**) Due to the lack of Blackboard access the class will last one extra week, ending April 22nd, 2017.
Course Expectations: To create and maintain a positive learning environment, you are expected to take responsibility for your learning and play an active role in developing your academic skills and your own leadership development. To this end, you are each expected to aspire to excellence.

- **Nature of the course:** Students will work individually and in teams. Each module will have a weekly work menu to guide students through the content and identify assignments, assessments, forum postings or blogs to be completed either individually or in teams.

- **Managing your online time:** The rule of thumb is to allot approximately 3 hours studying for every credit hour taken. Thus, you should plan on spending a minimum of 9 hours per week on this class beyond the time you spend on Blackboard. This is a standard recommendation used by American Universities.

As an online student, most of your classes and school activities can be done at the time of your choosing, but you’ll do yourself a favor if you stick to a fairly strict schedule. One way to stop yourself from procrastinating is to set aside specific hours for your online class every single day. "Check in" with your class DAILY as well to keep up with any Announcements and E-mails I may have sent.

- For discussion board participation: **You must post at least two original responses plus two comments to your peers’ posts in reaction to the week’s discussion questions from the readings, the learning enhancement topics (TED talks), and/or team work.** In short, you will post a minimum of two comments and respond to a minimum of four posts per week. Many of the discussion topics will be tied to the course readings/materials; as such, you will need to invest some time in these activities. Your posts can be of varying lengths. I encourage you to write at least 150 words or more in your typical discussion postings. Overall, I would like to see some lengthy, some average, and some short responses. Short means a few sentences. Simply posting terms such as “Yep” or “I agree” will not suffice as short replies. Also, there are some posts that I may designate as “REQUIRED.” In such cases, you will need to include that or those posts as part of your weekly minimum.

- **Deadline**
  The deadline for original discussion posts is 11:59 p.m. MST every Tuesday. Replies to team group or colleagues are due by 11:59 p.m. MST every Sunday.

**Leadership Café:** Students must actively participate in online discussions and may visit a section established exclusively for them to share ideas. The Leadership Café (students only forum) is an online space where you can discuss ideas, ask questions, and share concerns with your peers. I am also here to help but also
respect students’ rights to also work with peers without instructor input. If there is a
topic that surfaces in the café and that needs to be addressed by me, please feel
free to email me.

**Instructor’s Online Presence:** Like you, I am committed to this class and will be
online **DAILY.** I check my UTEP email several times a day, so if you need to reach
me and I am not online, please email me: achaconsilva@utep.edu I am also
available via telephone. If you want to reach me at my personal phone, feel free to
do so. However, I will accept student phone calls only between the hours of 11:00
a.m. to 5:00 p.m. El Paso time. Finally, I will try to post replies to several folks
each time I am online. Whether or not I reply, I READ EVERY POST/COMMENT.

**PowerPoint Chapter Summaries:** While I provide a PowerPoint presentation to
accompany each chapter in each book (unless otherwise noted on Blackboard),
please note that I paraphrase much of the content. For this reason, you need to
read each chapter. Also, the slides may use different but equal terms in their
description of the material. Good scholarship privileges paraphrasing over direct
quotes. My pedagogical aim is to help you become proficient at this skill. Many
slides will still have some direct quotes with page numbers. They will help you
follow the slides as you read.

**Plagiarism:** Plagiarism means using someone else’s work without giving that
person direct credit. This includes using written text from any source or
another’s ideas. Academic dishonesty is an affront to the pursuit of knowledge
and a student’s integrity. Acts of plagiarism/academic dishonesty are serious
and will be dealt with according to UTEP policy. Graduate students are
expected to be cognizant of and adhere to university policies. If you have
questions about what constitutes academic dishonesty, speak to me or refer to
the UTEP Graduate Catalog or the APA Manual.

**Assignments:** It is expected that out-of-class written assignments will be typed
(word processed – 12” font) using APA (6th ed.) format (Sample paper available
at: [https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf](https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf), free of
mechanical errors, and adhere to standards of professional writing.
You should keep a copy of every assignment. Keep all returned assignments
until your final grade is posted. Read assignment directions carefully, budget
your time, and start early on each assignment so you are finished and have time
to **proofread** and **edit** before due dates. This will allow you enough time to take
your assignments through multiple drafts and to devote rigorous thought to them.

An assignment that does not adhere to the directions will not receive a passing
grade. If you have any questions or if you do not know what any of the grading
criteria please ask. I am available by e-mail almost anytime between 11:00 a.m.
and about 5:00 p.m. and will respond as quickly as possible. I can and will
respond much more quickly to e-mail inquiries than to telephone messages.

**Special Help:** Because this is a graduate-level class, you should possess those communication skills (reading, writing, listening, speaking, thinking, viewing, and visually representing) and computer skills that are necessary for you to express your thoughts in effective language and also complete and submit those assignments.

**Disabled Student(s):** If you have or believe you have a disability which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the Disabled Student Services Director. You may call 915.747.5148 visit them online at: [www.utep.edu/dsso](http://www.utep.edu/dsso). Students who have been designated as disabled must reactivate their standing with the DSSO on a yearly basis.

**Performance Assessments:** To be eligible for a course grade, the student must complete all the requirements listed below.

- Read the textbooks and other assigned readings. Participate **positively** in all group and individual on-line activities.
- **Grading Scale:** A = 90-100% (excellent), B = 80–90% (superior), C = 70-79% (competent), D = 60-69% (below competent), F = 0-59% (failing).

Grades will be arrived by summing points earned on the following assignments:

<table>
<thead>
<tr>
<th>Activity or Assignment</th>
<th>Points available</th>
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<tbody>
<tr>
<td>Self-introduction</td>
<td>5</td>
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<tr>
<td>Online Quizzes (4) –worth 5 points each</td>
<td>20</td>
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<td>Weekly Online discussion questions (5 points per week)</td>
<td>20</td>
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<td>Learning enhancement activities</td>
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<td>Assignments (4):</td>
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<td>A1- Individually write a 2-3 page paper describing an experience you have had working in a Team Leadership position – Due 11:59 p.m. Sunday April 2nd</td>
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<td>A2- 3-5 page Team-written paper based on the Children’s Boston Hospital case – Due 11:59 p.m. Sunday April 9th</td>
<td>5</td>
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<td>A3a- Write an individual Plan of Action for Coach P (The Army Crew team case) Due 11:59 p.m. Saturday April 8th</td>
<td>5</td>
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<td>A3b- 2 page team written paper with a conclusion (The Army Crew team case) Due 11:59 p.m. Sunday, April 15th</td>
<td>5</td>
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<tr>
<td>12 page final paper on team leadership written in teams, based on Gen. Rebecca S. Halstead case</td>
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**Total possible points** 100
**All assignments will be assessed in relation to the **depth and thoughtfulness** of your work, the **quality** of your attendance, participation, preparation, and completion of all activities, and the **quality and clarity** of your writing. Unless otherwise stated, all assignments are due by midnight of the date indicated on the course calendar and should be submitted through Blackboard unless otherwise stated. A grade of “Incomplete” (I) will not be given unless documented evidence of inability to complete the course work is provided.

Wishing you the best,

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### Academic Calendar

#### MODULE 1

**Week One (March 27 to April 2)—Team-based Leadership: What do we know about groups? Senior leadership teams. Enabling conditions for successful teams.**
- Syllabus and Calendar review (home page)
- Self-Introduction (E-mail) **Due 11:59 p.m. Friday March 31, 2017.**
- Week discussion questions from Preface, Chapters 1 – 4 (Discussion Board)
- Quiz 1 (Syllabus and preface) will be open until 11:59 p.m. on **Sunday, April 1st, 2017.**
- Learning Enhancement Outcome: Watch “Everest” (2015) the movie and post your analysis and answers in the Discussion Board.
- Quiz 2 (Chapters 1-5) will be open until 11:59 p.m. on **Friday April 7th, 2017.**
- **Assignment # 1:** Individually write a 1-2 page paper describing an experience you have had working in a Team Leadership position – **Due 11:59 p.m. Sunday April 1st, 2017.** E-mail your paper by **11:59 p.m. Sunday April 1st, 2017.**

#### MODULE 2

**Week Two (April 3 to 9) — Enabling conditions for successful teams. Leadership Opportunities and Team-member Attributes**
- Week discussion questions from Chapters 5 – 9 (Discussion Board)
- **Assignment # 2:** Individually read the Case Study of the Children’s Hospital Boston (A) (course pack). Join your Group Discussion and answer the guiding questions. Start a 3-5 page team written leadership paper based on the Case Study of the Children’s Hospital Boston (A). Post your team paper in Assignment # 2 within Group Forum. **Team written paper is due by 11:59 p.m. Sunday April 9th, 2017.**
- Quiz 3 (Chapters 6-9) will be open until 11:59 p.m. on **Monday April 10th, 2017.**
MODULE 3

Week Three (April 10 to 16) — The Five dysfunctions of a team. Leadership secrets of Attila the Hun.

- Week discussion questions from the two books (Discussion Board)
- Quiz 4 (The Five dysfunctions of a team and Leadership secrets of Attila the Hun) will be open until 11:59 p.m. on Sunday April 23\(^{rd}\), 2017.
- **Assignment # 3**: Individually read the Case Study the Army Crew Team. Go to the discussion board and individually answer the questions and propose a Plan of Action for Coach P. Due 11:59 p.m. Saturday April 8\(^{th}\), 2017.
- Once every member of your team has it’s own Plan of Action elaborate 1-2 page team conclusion. Post your team conclusion in Assignment # 3 within Group Forum before 11:59 p.m. Sunday, April 15\(^{th}\), 2017.
- Learning Enhancement Outcome: Select ONE dysfunction from the book and analyze/discuss/correlate to any of the situations presented in The Army Crew Team. Discuss how the particular dysfunction relates to team based leadership.
- **FINAL PAPER**: Start reading and prepare the final case.

Week Four (April 17 to 23) - Team Dynamics and the Team Leader / What have we learned?

- Readings: Case Study of General Rebecca S. Halstead
- Learning Enhancement Outcome: TED Talk by Itay Talgam (Discussion Board)
- **Assignment # 4 FINAL PAPER**: 12 page team written leadership paper based on the Case Study of General Rebecca S. Halstead's Leadership (Group Forum). *Due date for team written paper is Sunday April 23, 2017 by 11:59 p.m.*
- Class critique