Leadership and Teams
MANA 5360 – 001
Fall Semester 2019

Class
Day:       Wednesday
Time:      7:00 – 9:50 p.m.
Location:  COBA153

Instructor
Name:       Dr. Alison Hall Birch   Office:  224
Phone:      817-272-3862          E-mail:   Alison.Hall@uta.edu
(Better to contact me via e-mail than to leave a phone voice mail)
Office hours: by appointment

COURSE MATERIALS
HBSP Cases & Assessments:  https://hbsp.harvard.edu/import/654071

CANVAS
This class is up on Canvas (https://uta.instructure.com/courses/26639/pages/leadership-and-teams). Please check Canvas often. You will access class material as well as your grades via Canvas.

COURSE DESCRIPTION
This is an advanced graduate course that explores the fundamental principles of effectively leading teams. One of the most difficult challenges that organizations face is acquiring, developing, and retaining high-talent human capital. This course is concerned with effective leadership, team-based work systems, and talent management for building high performance organizations. During this course we will explore various individual, interpersonal, relational, and contextual factors that shape a leader’s capacity to effectively lead a team.

You will assess your own capacity to effectively lead teams and come to better understand your own strengths (and challenges). With this understanding, the goal is to find your own unique leadership approach. Part of this journey is an intense inward examination of one’s own strengths and challenges. Another part involves observing successful leaders and identifying what their strengths (and perhaps weaknesses) are and how these individuals have used these strengths (and mitigated these weaknesses) to become leaders. To this end, we will examine a number of relevant topics that reflect key issues to understanding effective leadership from both a personal perspective and an outward-oriented perspective.

Note. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
STUDENT LEARNING OBJECTIVES
1. Identify your own strengths/challenges and, with this knowledge, begin to understand your own leadership approach.
2. Describe the strengths/challenges in others and the effects that these have on others' leadership ability/effectiveness.
3. Understand the ethical issues that are at the core of effectively leading teams.
4. Critically analyze team leadership challenges and propose solutions that are aligned with your personal leadership strengths.
5. Effectively collaborate with other leaders to resolve organizational problems.
6. Improve the clarity of your writing and speaking using communication skills, including reflective listening, critical feedback, and positive expression of emotion.

COURSE REQUIREMENTS & GRADING POLICY

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Reflected Best Self Exercise</td>
<td>20%</td>
<td>20pts</td>
</tr>
<tr>
<td>Leadership Team Challenge</td>
<td>30%</td>
<td>30pts</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>15%</td>
<td>15pts</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
<td>15pts</td>
</tr>
<tr>
<td>Assignments &amp; Participation</td>
<td>20%</td>
<td>20pts</td>
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<tr>
<td>TOTAL</td>
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<td>100pts</td>
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GRADE ALLOCATION

- A = 90 to 100%
- B = 80 to 89% Group
- C = 70 to 79%
- D = 60 to 69%
- F = < 60%

Late assignments will be accepted in instances deemed reasonable at the professor’s discretion. A 15% deduction of credit will be applied to all late work. Assignments submitted more than 1 week after the original due date will incur a 25% deduction in credit.

Reflected Best Self Exercise (20%)
You cannot realize your potential as a leader without knowing your personal strengths and areas for improvement. Thus, a significant portion of this course entails the completion of various self-assessments that will help you identify your strengths and areas for improvement/development (from your and others’ perspectives).

The Reflected Best Self Exercise consists of four (4) primary components. The first task in the exercise is to collect feedback from a variety of people inside and outside of your current work (or school) environment. By gathering input from a variety of sources—family members, past and present colleagues, friends, teachers, and so on—you can develop a much broader and richer understanding of yourself than you can from a standard performance evaluation or self-assessment. Second, you will consolidate the feedback and identify common themes, supplementing the feedback with observations of your own, then organizing the input into a table. The next step is to write a description of yourself that summarizes and distills the accumulated information. The description should weave themes from the feedback together with your self-observations and self-assessments into a composite of who you are at your best. The self-portrait should be an insightful image that you can use as a reminder of your previous contributions and as a guide for future action. The portrait itself should not be a set of bullet points but rather a prose composition beginning with the phrase, “When I am at my best, I…”

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This portion should be about 2 (of the three) pages. Finally, explain how the strengths the exercise identified could be put into play in your current position (or a job you’re aspiring to hold in the near future). BE SPECIFIC.

This is an individual assignment. The typical length of this assignment should be approximately 3 pages.

**Leadership Team Challenge (30%)**

One of the major challenges of leadership is working in teams with other leaders to resolve organizational challenges. For the Leadership Team Challenge, I will assign an organizational issue that you along with your teammates will collaboratively analyze and propose recommendations for solutions. Your recommendations should be informed by the leadership strengths (and shortcomings) of you all working together as a team.

I will provide you with a detailed document that describes the Leadership Team Challenge. The typical length of this assignment should be approximately 10-12 pages.

This is a group assignment. It should reflect the uniqueness and similarity of the team. All members should contribute in a meaningful way.

*Two-thirds of your grade for this assignment will be based on the content* of your proposal and formal written report. *Approximately one-third of your grade (10 points) for this assignment will be based on your peer evaluations* from your team members. Peer evaluations will be submitted electronically. Evaluations that are *submitted late will incur a penalty* that will be outlined in detail along with the submission deadline on the evaluation forms.

Evaluations will consider the following:

- Individual contributions and preparation for teamwork/projects (General)
- Individual contributions to meetings/discussions (General)
- Supportive facilitation of other members’ contributions (General)
- Individual tendency to foster a positive team climate (General)
- Individual conflict management (General)
- Individual contributions and preparation for teamwork/projects (Specific)
- Individual contributions to meetings/discussions (Specific)
- Supportive facilitation of other members’ contributions (Specific)
- Individual tendency to foster a positive team climate (Specific)
- Individual conflict management (Specific)

**GROUP PRESENTATION (15%)**

Your groups for the Leadership Team Challenge will facilitate a 15-20 minute presentation (with PowerPoint) of your analysis and recommendations at the end of the semester.

**NOTE:** All members must be present and active during the group presentations. There will be a 50% reduction of credit for any group member that is not present during the group presentation.

**CONTENT QUIZZES (15%)**

*Note.* The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
You will have approximately 4 short quizzes over the course of the semester. They will be administered at the **beginning of class** and will cover the reading for the chapter/concepts we covered in the prior two class periods (as indicated by the syllabus). Discussion, application, analysis, evaluation, and creation will be the primary learning objectives utilized in this course. However, in order to assess the extent to which you independently understand and retain the course content, these quizzes will test your recognition and comprehension of important concepts from the chapter. The questions on the quizzes will be straightforward and fact-based. They will be **closed-book, closed-notes, and timed**. I will drop your lowest quiz grade and retain the highest remaining quiz grades for your final grade.

There will be **NO MAKE UP QUIZZES**. If you miss class (or arrive too late to take the quiz), you will earn a zero (0) for that quiz. If you have no other zeroes at the end of the semester, that will be dropped as your lowest grade. However, if you have multiple zeroes, only one will be dropped and the others will be factored into your final grade. As such, it is in your best interest to be both present and on time to class.

**CLASS PARTICIPATION (20%)**
On-time class attendance is critical, and missing class will affect your final grade. Attendance is required. Moreover, student participation in class is highly valued and rewarded. For class participation, you are expected to engage (mentally and verbally) in class discussions and class exercises, come prepared throughout the semester, and act as a responsible member of your project group. This is the standard. Merely doing these things will not constitute more than “average” participation (i.e., 16/20 points). Students do not have the opportunity to make-up exercises/cases conducted during class sessions that they miss.

Blatant rudeness or other types of antisocial behavior will result in reduced points for the participation aspect of your grade. These behaviors will also not be tolerated and will result in your being asked to leave the classroom. Due to the size of this class section, it is also important that we not speak over one another or engage in extraneous conversation.

**INSTITUTION INFORMATION**
UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

*Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*
ELECTRONIC COMMUNICATION (UTA E-MAIL)
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

EMERGENCY PHONE NUMBERS
In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

ABOUT THE INSTRUCTOR
Alison Hall Birch is an Assistant Professor in the Management Department of University of Texas at Arlington’s College of Business. She earned her Ph.D. from Tulane University’s A.B. Freeman School of Business in New Orleans, LA and is a native of Dallas, TX. Her primary research interests are leadership, stigma-based bias, and diversity management. She teaches courses in organizational behavior, leadership, and diversity in organizations.

Prior to her position at UTA, Dr. Hall Birch served as the Glover Professor of Business Leadership at Agnes Scott College. She held the position of Faculty Fellow at UTA from 2014-2016. Before her academic career, she worked as a corporate learning professional in the mortgage banking industry. Over the years, she has provided HR consulting services to a variety of clients in both the public and private sector.

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## Tentative Course Schedule

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Class 1: Course Overview and Introductions</td>
<td>8/21</td>
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<tr>
<td>Class 2: The Evolution of Leadership Theory and Practice</td>
<td>8/28</td>
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<tr>
<td><strong>Assessments:</strong> Leadership Grid</td>
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<tr>
<td>Class 3: Leading and Motivating Teams</td>
<td>9/4</td>
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<tr>
<td>Class 4: Leadership, Diversity, and Inclusion (Quiz 1)</td>
<td>9/11</td>
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<tr>
<td>Class 5: Authenticity and Developing the Leader’s Mind</td>
<td>9/18</td>
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<tr>
<td><strong>Assessments:</strong> Authentic Leadership, MAAS, CQ, and EQ</td>
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<tr>
<td>Class 6: Strengths Based Leadership – RBS Exercise Explained</td>
<td>9/25</td>
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<tr>
<td>(Quiz 2)</td>
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<tr>
<td>Class 7: Constructing Your Leadership Identity – Prototypes, Personality &amp; Behavioral Styles</td>
<td>10/2</td>
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<td><strong>Assessments:</strong> Discovering Your ILT and 16 Personalities</td>
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<tr>
<td>Class 8: Mentoring, Coaching, &amp; Developmental Networks (Quiz 3)</td>
<td>10/9</td>
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<tr>
<td><strong>Assessment:</strong> Developmental Network Questionnaire</td>
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<tr>
<td>Class 9: Team Selection, Leadership Team Challenge Explained</td>
<td>10/16</td>
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<td><strong>Case:</strong> Domestic Violence in the NFL (RBS Exercise Due)</td>
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<tr>
<td>Class 10: Communication <strong>Assessments:</strong> Communication Styles</td>
<td>10/23</td>
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<tr>
<td>Class 11: Influence &amp; Conflict Management</td>
<td>10/30</td>
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<tr>
<td><strong>Assessments:</strong> Preferred Conflict Handling Assessment</td>
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<tr>
<td><strong>Team Agreements Finalized</strong></td>
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<tr>
<td>Class 12: Special Topics and Application (Quiz 4) -</td>
<td>11/6</td>
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<tr>
<td><strong>Case:</strong> Teamwork Turmoil</td>
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<tr>
<td>Class 13: Special Topics and Application</td>
<td>11/13</td>
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<tr>
<td><strong>Case:</strong> Promoting a Culture of Equity in the #MeToo Era</td>
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<tr>
<td>Class 14: Special Topics and Application</td>
<td>11/20</td>
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<tr>
<td>Negotiation and Advocacy Activity (Leadership Team Challenge Due)</td>
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<tr>
<td><strong>Thanksgiving Holiday</strong></td>
<td>11/27</td>
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<tr>
<td>Class 15: Leadership Team Challenge Presentations</td>
<td>12/4</td>
</tr>
</tbody>
</table>

**NOTE:** This is a tentative schedule. The order of presentation and/or the focal topics may shift over the semester. You will be notified verbally and/or via Canvas announcement.

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