Welcome to
MANA 5360.001: LEADERSHIP AND TEAMS
Fall 2020 – Online Synchronous

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Dr. Faye Cocchiara</th>
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<tbody>
<tr>
<td>UTA E-mail:</td>
<td><a href="mailto:faye.cocchiara@uta.edu">faye.cocchiara@uta.edu</a></td>
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<tr>
<td>Office Location:</td>
<td>College of Business Bldg, Room 216</td>
</tr>
<tr>
<td>Office Phone Number:</td>
<td>817-272-3865 (Phone will ring on Teams)</td>
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<tr>
<td>Office Hours:</td>
<td>Via Microsoft Teams: Email for appointment</td>
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<tr>
<td>Faculty Profile:</td>
<td><a href="http://mentis.uta.edu/explore/profile/faye+cocchiara">http://mentis.uta.edu/explore/profile/faye+cocchiara</a></td>
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<td>Course Modality:</td>
<td>Online Synchronous: Class sessions occur during the scheduled course day and time. Students and instructors meet in real time virtually via Microsoft Teams. Students will log into class using login information provided by the instructor. Students must activate their webcam and microphone during class sessions.</td>
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COURSE DESCRIPTION
One of the most difficult challenges that organizations face is acquiring, developing, and retaining high-talent human capital. This is an advanced graduate course that explores these fundamental principles. This course is concerned with effective leadership, team-based work systems, and talent management for building high performance organizations. Throughout 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 a better understanding of your own strengths (and challenges). With this understanding, the goal is to discover 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 many relevant topics that reflect key issues to understanding effective leadership from both a personal perspective and an outward-oriented perspective.
COURSE LEARNING OUTCOMES
This course provides you with the following opportunities to:
1. assess your own strengths/challenges and, with this knowledge, begin to understand your own approach to leadership.
2. examine the ethical issues that are at the core of effectively leading teams.
3. critically analyze team leadership challenges and propose solutions that are aligned with your collective leadership strengths.
4. effectively collaborate with other leaders to resolve organizational problems.
5. improve the clarity of your writing and speaking using communication skills, including reflective listening, critical feedback, and positive expression of emotion.

REQUIRED COURSE MATERIALS
Purchase HBSP Coursepack at https://hbsp.harvard.edu/import/751128, Price: $25.50

Recommended readings

FORMAT AND EXPECTATIONS
Since this is an online course, all course content will be housed on Canvas and all assignments, quizzes, and exams submitted there. We will meet synchronously (in real time) via Microsoft Teams every Tuesday from 7:00 p.m. until 9:00 p.m. I will send a Teams invitation, including login information the morning of each class. Please log in at least 10 minutes before class begins and ensure your webcam is turned on.

COURSE ASSESSMENTS AND GRADING
Letter grades will be allocated based on on-time and quality completion of deliverables as follows:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Percentage</th>
<th>Grade Allocation</th>
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<tbody>
<tr>
<td>Leadership Team Challenge Paper and Presentation</td>
<td>45%</td>
<td>A = 90 to 100</td>
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<tr>
<td>“Reflected Best Self” Exercise</td>
<td>20%</td>
<td>B = 80 to 89</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>C = 70 to 79</td>
</tr>
<tr>
<td>Content Quizzes</td>
<td>15%</td>
<td>D = 60 to 69</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>&lt; 60 = F</td>
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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 team assignment and should reflect the uniqueness and similarities of the team members. All members are expected to 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. The remaining 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 anonymous and submitted to me via email. 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)

PRESENTATION (15%)
Your team will conduct a 15-minute presentation (with PowerPoint) of your analysis and recommendations at the end of the semester (Refer to the Course Schedule). Your presentation will be synchronous via Microsoft Teams. NOTE: All members must be present and active during the group presentations. There will be a 50% deduction for any team member who is not present during the group presentation.

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 narrative composition beginning with the phrase, “When I am at my best, I...” This portion should be about two (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 aspire to hold in the future). BE SPECIFIC.

This is an individual assignment. The typical length of this assignment is approximately three pages.

ATTENDANCE AND 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 team. This is the standard. Merely doing these things will not constitute greater than “average” participation (i.e., 16/20 points). At the end of each class meeting, you will earn a “Participation ticket” (criteria posted on Canvas) to measure your own participation. You may not make up exercises/cases conducted during class sessions you 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.

CONTENT QUIZZES (15%)
You will have eight (8) quizzes over the course of the semester. They will be administered at the beginning of class and will cover the reading for the topic/concept we covered in the prior class period (as indicated by the Course Schedule). Discussion, application, analysis, evaluation, and creation will be the primary learning objectives in this course. However, 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 lecture and associated readings. The questions on the quizzes will be straightforward and fact-based. They will be closed-book, closed-notes, and timed using the Respondus Lockdown Browser. Content quizzes will be submitted to Canvas on the night they are due. 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.
<table>
<thead>
<tr>
<th>Module</th>
<th>Date(s)</th>
<th>Topics/Deliverables</th>
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| Week 1     | 9/1     | Topic: Introduction to course and classmates  
• What I want to learn  
• Mutual expectations  
• “My Own Worst Critic” |
| Week 2     | 9/8     | Topic: Evolution of Leadership Theory and Practice  
• Constructing your Leadership Identity – Prototypes, Personality, and Behavioral Styles  
• Developing the Leader’s Mind  
What’s Due: Participation Ticket |
| Week 3     | 9/15    | Topic: Leadership, Diversity, and Inclusion  
• Leader Assessments  
• Case: Promoting a Culture of Equity in the #MeToo Era  
• Article: 4 Conversations in the #MeToo Era Leaders Should Be Ready For  
• Project Team Selections  
What’s Due: Content Quiz #1; Participation Ticket |
| Week 4     | 9/22    | Topic: Leading and Motivating Teams  
• Leader Assessments  
• Article: Managing Multicultural Teams  
What’s Due: Content Quiz #2; Participation Ticket |
| Week 5     | 9/29    | Topic: Business Ethics  
• Leader Assessments  
• Case: Through the Eyes of a Whistleblower  
What’s Due: Content Quiz #3; Participation Ticket |
| Week 6     | 10/6    | Topic: Student’s Choice  
What’s Due: Content Quiz #4; Participation Ticket |
| Week 7     | 10/13   | Topic: Mentoring, Coaching, and Developmental Networks  
• Leader Assessments  
• Video: The Best Way to Play Office Politics  
• Article: TBD  
What’s Due: Content Quiz #5; Participation Ticket |
| Week 8 | 10/20 | Topic: Influence and Conflict Management  
  • Leader Assessments  
  • Article: TBD  
What’s Due: Content Quiz #6; Participation Ticket |
|---|---|---|
| Week 9 | 10/27 | Topic: Team Challenge  
  • Work with project team members on final papers |
| Week 10 | 11/3 | Topic: Strengths-Based Leadership  
  • Reflected Best Self (RBS) Explained  
  • Article: TBD  
What’s Due: Participation Ticket |
| Week 11 | 11/10 | Topic: Current Leadership Challenges  
What’s Due: Content Quiz #7; Participation Ticket |
| Week 12 | 11/17 | Topic: TBD  
What’s Due:  
  • Content Quiz #8  
  • RBS  
  • Participation Ticket |
| Week 13 | 11/24 | Topic: Team Challenge  
  • Work with project team members to finalize papers and presentations |
| Week 15 | 12/1 | Topic: Team Challenge  
What’s Due:  
  • Presentations, Part I  
  • Participation Ticket |
| Week 16 | 12/8 | Topic: Team Challenge  
What’s Due:  
  • Presentations, Part II  
  • Participation Ticket |

*These dates are tentative and may need to be changed. I will notify you of any changes in class and on Canvas. – Dr. Cocchiara
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 page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

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

Additional Information

Division of Student Success

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIOT Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)

The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services. The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Library Information

Research or General Library Help

Ask for Help
  o Academic Plaza Consultation Services
  o Ask Us
  o Research Coaches

Resources
  o Library Tutorials
Librarian to Contact
Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

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 YOUR INSTRUCTOR

Faye Cocchiara is Clinical Associate Professor of Management at the University of Texas at Arlington (UTA). She earned her PhD in management and organizational behavior at UTA. Her research focuses on fairness in employment selection, performance stereotypes, and sex-based stressors and coping. She teaches courses in leadership, diversity, and organizational behavior. Prior to entering academe, she worked for more than a decade in a variety of mid-level management positions at Sabre, Inc. As Installation Services Supervisor, she led a staff of 25 help desk and installation services technicians stationed at Sabre headquarters and throughout the central region of the U.S., respectively. As Marketing Manager, she wrote advertising copy and sales promotion materials for eAAsy Sabre, the precursor to Travelocity. As HR Business Partner, she executed executive-level succession planning and diversity management programs. She served as Arkansas State University’s inaugural chief diversity officer to address the university’s strategic direction for diversity and inclusion. Cocchiara resides in Keller with her husband, Charlie and their two fur babies, Ralph Emerson (RalphE) and Benjamin Franklin (Benji).