Welcome to
MANA 5360.020: Leadership and Teams
Spring 2020

Instructor: Faye K. Cocchiara, Ph.D., SPHR
Email: faye.cocchiara@uta.edu (This is the best way to contact me. I will typically respond within 24 hours)
UPDATED: Ask course-related questions using the “Ask the Professor” discussion forum on Canvas

Class Days/Time: UPDATED: Online delivery via Canvas
Faculty Profile: http://mentis.uta.edu/explore/profile/faye+-cocchiara
Office Hours: UPDATED: Synchronous conferences once/week, TBA

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 a few 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:
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.

REQUIRED COURSE MATERIALS:
Purchase HBSP Coursepack at https://hbsp.harvard.edu/import/694124, Price: $17

Recommended readings:

UPDATED: As of March 23, 2020, this is an online course. Therefore, all course content will be delivered via Modules on Canvas. You are expected to be familiar and comfortable working with your computer and associated programs. At a minimum, you should have access to a computer capable of running the latest versions of Microsoft Office and a web browser (Explorer, Firefox, or Chrome).

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Allocation</th>
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</thead>
<tbody>
<tr>
<td>Reflected Best Self Exercise</td>
<td>20%</td>
<td>A = 90 to 100%</td>
</tr>
<tr>
<td>Leadership Team Challenge</td>
<td>30%</td>
<td>B = 80 to 89%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</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><strong>UPDATED: Participation</strong></td>
<td>20%</td>
<td>F = &lt; 60%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
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</table>

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 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 aspire to hold in the future). BE SPECIFIC.

This is an individual assignment. The typical length of this assignment should be approximately three double-spaced 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 double-spaced 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)

**UPDATED: PRESENTATION (15%)**

Your team for the Leadership Team Challenge will conduct a 15-20-minute presentation (with PowerPoint) of your analysis and recommendations at the end of the semester (Refer to the Course Schedule). Teams will video tape the presentation and upload it to Canvas on the specified location.
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.

UPDATED: CONTENT QUIZZES (15%)
You will have three (3) quizzes over the course of the semester. They 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. I will drop your lowest quiz grade and retain the highest remaining quiz grades for your final grade.

Effective March 23, 2020, quizzes will be online using the Respondus Lockdown browser. Quizzes will be available for a 48-hour period. Specific dates will be posted on Canvas. Once you begin the quiz, you will have 45 minutes to complete it. A study guide will be provided on Canvas for your review.

UPDATED: PARTICIPATION (20%)
I will use discussion boards to measure your participation and class engagement. Each week, I will post a discussion prompt for your response. Students should respond to the prompt, then respond to at least one other student to add to the discussion in a meaningful way. This could be clarifying a point made by someone else, expand upon another student's observation, or bringing in evidence from an article or your own experience. A rubric outlining the specific criteria is posted on Canvas.

UNIVERSITY POLICIES AND PROCEDURES
Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. Refer to the University Academic Calendar (https://www.uta.edu/academics/academic-calendar) for specific dates. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/ses/fao).

Student Success Programs:
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, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.
DUE TO THE COVID-19 VIRUS, THIS CLASS WAS TRANSITIONED TO AN ONLINE FORMAT FROM MARCH 23 THROUGH THE END OF THE SEMESTER. EACH RELEVANT CHANGE IS PRECEDED BY THE WORD, “UPDATED.”

The IDEAS Center (https://www.uta.edu/ideas/) (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.

Library Information:
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.

Ask for Help
- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach)

Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
- Study Room Reservations (openroom.uta.edu/)

Disability Accommodations:
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other learning barriers, may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based
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academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX:
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Electronic Communication Policy:
UT Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at: http://www.uta.edu/oit/cs/email/mavmail.php. There is no additional charge to students for using this account.

Academic Integrity:
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct.
Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

ACTIVE THREAT PROCEDURES:
Stop. Think. Protect Yourself. You Have Choices.
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.
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The following graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

### Your Options to an Active Threat

#### You Have Choices!

<table>
<thead>
<tr>
<th>AVOID</th>
<th>DENY</th>
<th>DEFEND</th>
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</thead>
</table>
| • AVOID the situation. Stay away from the area and campus.  
  • If you can safely leave the area, RUN.  
  • Get others to leave the area, if possible.  
  • Prevent others from entering the area. | If you can’t leave the area safely, **DENY** or slow entry to the intruder:  
  • Lock/barricade doors with heavy items.  
  • Turn off lights/projectors/equipment.  
  • Close blinds and block windows.  
  • Stay away from doors and windows. | If you can’t AVOID or DENY entry to the intruder, **DEFEND** your location:  
  • As a last resort, **FIGHT** for your life.  
  • Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.  
  • Use the element of surprise.  
  • Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.  
  • Be aggressive, loud, and determined in your actions. |
| • Know your exit and escape options.  
  • If in a parking lot, get to your car and leave.  
  • If in an unaffected area, stay where you are.  
  • When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have. | • Silence phones and **remain quiet**. **Don’t let your phone give you away.**  
  • HIDE and take cover to protect yourself.  
  • Be prepared to run or defend yourself. | • Use the element of surprise.  
  • Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.  
  • Be aggressive, loud, and determined in your actions. |

Follow ALL instructions.  
For more information, go to:  
[police.uta.edu/activeshooter](https://police.uta.edu/activeshooter)  
Emergency: 817.272.3003  
Non-Emergency: 817.272.3381  
police.uta.edu

Additional information for active threat and other emergency situations can be found through the links below:  
[police.uta.edu/activeshooter](https://police.uta.edu/activeshooter)  
[police.uta.edu/em](https://police.uta.edu/em)

**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. Before joining UTA, Cocchiara was Associate Professor of Management at Arkansas State University (ASTATE).

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 ASTATE’s inaugural chief diversity officer to address the university’s strategic direction for diversity and inclusion. Cocchiara resides in Keller, Texas with her husband, Charlie and their two fur babies, Ralph Emerson (RalphE) and Benjamin Franklin (Benji).
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* COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(2/29) In-Class: Course overview and Introductions</td>
<td>(2/29) In-Class: Course overview and Introductions</td>
</tr>
<tr>
<td></td>
<td>What’s Due: Mutual expectations; “My Own Worst Critic”</td>
<td>What’s Due: Mutual expectations; “My Own Worst Critic”</td>
</tr>
</tbody>
</table>
| 2    | (3/2) In-Class:  
• Evolution of Leadership Theory and Practice  
• Leading and Motivating Teams | (3/7) In-Class:  
• Leadership, Diversity, and Inclusion  
• Case: “Promoting a Culture of Equity in the #MeToo Era”  
• Assessment: Implicit Association Test (IAT)  
• Project Team Selections | What’s Due: Content Quiz #1; Participation ticket |
|      | What’s Due: Participation ticket | What’s Due: Content Quiz #1; Participation ticket |
|      | (3/9 and 3/16) SPRING BREAK – NO CLASS | (3/14 and 21) SPRING BREAK – NO CLASS |

*UPDATED

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<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Deliverables</th>
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</table>
| Week 3 | 3/23 – 3/28 | • Review Quiz #2 Study Guide and take Content Quiz #2 available 48 hours, specific dates TBA on Canvas  
• Watch Dr. Cocchiara’s lecturettes on Strength-based Leadership and Developing the Leader’s Mind  
• Complete Assessments: Authentic Leadership; MAAS; CQ; and EQ  
• Join Weekly Conference to discuss Teamwork Turmoil case and complete discussion posts |
| Week 4 | 3/30 – 4/4  
*Last day to drop - 4/3; See your advisor before 4:00 p.m.  
Registration begins for Summer and Fall 2020 | • Review Quiz #3 Study Guide and take Content Quiz #3 Available 48 hours, specific dates TBA on Canvas  
• Watch Dr. Cocchiara’s lecturettes over Mentoring, Coaching, and Developmental Networks; Influence and Conflict Management; and Leadership Communication  
• Complete Assessments: Developmental Network Questionnaire; Preferred Conflict Handling Assessment; Communication Styles  
• Join Weekly Conference to discuss Whistleblower case and complete discussion posts |
| Week 5 | 4/6 | • Submit Team Challenge Projects (include individual team evaluations via email to faye.cocchiara@uta.edu)  
• Submit Team Presentation video |

*These dates are tentative. We will try to adhere to these dates as closely as possible. However, we may need to change the order of activities if necessary. – Dr. Cocchiara