Instructor information:

Mr. Tom Kane
Office Number – N/A
Office hours – call for a mutually
agreed upon time, my goal is to be
available at least 15 min before
class and 15 min after each session
as well

Cell Number – 913-269-1045
Fax number – call my cell
E-mail address: tckmailbox@aol.com or
tomkane@iib.ws

Course specifics:

MGT 5516 – Leading Teams
M 7:00-9:45 – Break from 8:15 to
8:30, others when needed

Learning objectives – See below
Texts – *Overcoming the 5 dysfunctions*
of a team – A field guide,* and *The 5
dysfunctions of a team – both written
by Patrick Lencioni

Prerequisites – BMA 5505

Website address – N/A

Syllabus Disclaimer

The instructor may modify this syllabus (topic/assignments/date changes, guest speakers, etc.). Instructor will explain changes to students either in class, by email or blackboard, but it is the student's responsibility to keep up with any modifications that are made during the semester and to check the syllabus regularly.

Course Overview:

Welcome to Leading Teams!

From my experiences in the classroom, I've learned four important principles:

- People learn in different ways; few students thrive on three-hour lectures
- In order to learn how to do something, students need to apply their knowledge to "real world" examples
- Students apply concepts better when they can process information with their peers and instructors
- Students learn better in a supportive, collaborative learning environment.

Consequently, in this course I will use a mix of teaching methods – ranging from more traditional PowerPoint lectures, small and large group discussions and activities, tool/process demonstrations and real world case studies (client names changed to protect the innocent).

Sharing your individual points of view on key concepts and applying these concepts to real world examples will help you maximize the learning opportunities for this particular class.

The best way to determine if this course is for you:

- Do you like "real-world" applications, concepts and tools vs. over use of theoretical concepts and discussions?
- Do you like a class where your opinions and participation is expected, will be respected and debated?
- Do you like minimal homework, AND working in teams for the final team presentation?
- Do you like a textbook that is light, yet extremely relevant and provides real tools for use a team leader outside and inside the classroom?
- Do you like outside speakers that bring industry based POV on ;leading teams under different scenarios and circumstances?

Classroom Preparation AND PARTICIPATION

This course emphasizes active learning. Before class, I expect you to read and think critically about the materials for the coming week. **(NOTE: there will not be reading every week).** Come ready to discuss when there has been an assignment, ask questions and make comments. During class, you will listen, talk, read, and write; you'll also work independently, with partners, in small groups, and with the whole class**. (A passive approach leads to little, if any, learning, so do PARTICIPATE actively**.) Our explorations often require respect and sensitivity. Please contribute to discussions and listen to your classmates with an open mind. Seek first to understand before being understood.

Let's take a look in more detail at how the class will be structured and how you can maximize your own learning.

Class Structure – How to Maximize Your Learning

Class Lecture and Interactions

In this course, we will explore concepts and theories relating to:
- team development
- team execution
- team leadership

While the lectures will come form the team leader's point of view, we will discuss the execution implications leader's decisions can and do have on their teams.

This course format will provide opportunities to leverage and practice textbook readings/exercises and classroom lectures/materials by participating in class discussions where you can relate the methods, tool and theories to your current job situation as well as within small team discussions with fellow classmates.

POV (Point of View) Presentations and Discussions

Interpretation plays a large part in how you define your own personal leadership style outside of the classroom. Being able to see how different people can read the same thing but interpret it differently will help expand your comprehension of complex issues. Furthermore, some of you will have an opportunity to develop your existing speaking and communication skills by sharing your experience and POV with the whole class, or participate in discussion concerning parts of your assignment.

- Early in the course, you will sign up for specific topics and will be responsible for drafting and developing a point of view based on specific questions that relate to that week's reading or past lectures.

Team Presentations

Your team project will enhance your abilities to identify issues and take steps toward addressing those problems in ways that have worked successfully in the marketplace.

Interpreting team leadership scenarios will give you a "safe" environment to put yourself into the role of team leader and make decisions. The team presentation allows you to work as a team by jointly pulling course knowledge, tools and concepts and applying them to real-world team leadership situations. The team projects will enhance your ability to identify issues and take steps toward addressing those problems in a realistic way.

Mock organization "change" scenarios will be used as the basis for the team project. We will break into teams during the second month the semester and parts of class time will be allocated for team solution development toward the end of the semester. **(Additional time outside of class is recommended as well)**

No Exams

No tests, no midterms, no finals, no pop-quizzes. However, there will be topical readings assigned in various sections of the course. Part of your grade will depend upon how well you demonstrate knowledge of the reading material in class and in your teams.

Outside Points of View

In the last month of the course, I will bring in outside speakers to share their view of how they lead teams in various industries such as Financial Planning, State Government, Pharmaceuticals and possibly Consulting

Bottom Line – This course will focus more on implementation realties than pure theory. It will require you to participate in discussions and debate and work in teams as well

Learning Objectives for this Course

During this class, you will:

- Leverage research and team leadership theories so that best practice tools, methods and deliverables can be learned through industry based application examples
- Gain a clearer sense about the nature of the leadership challenges in groups
- Improve your ability to plan and execute methods that create an environment for high performance teams to flourish
- Enhance your ability to analyze business scenarios and apply relevant solutions in order to deliver solid recommendations in an individual as well as team based presentation format

My Expectations for all Participants

Late Work and Attendance

While school is important, work pays the bills. I understand that. That said, much of our learning this semester will happen inside the classroom, so attendance and participation are critical. Please notify me in advance if you will be missing class and/or handing in work late. I am not a fan of having attendance built into the grade at this level, so please work with me on this requirement.

Academic Etiquette

Here are simply a few reminders regarding basic classroom etiquette:

- Treat your classmates and instructor with respect and courtesy, as I will do the same.   Everyone has something to add to our class and our learning experiences
- Be timely in your arrival and departure. (For my part, I will make every effort to begin and end class on time)
- Do the readings and assignments and ask questions, challenge others

- Do not have private conversations during class; even whispering can be distracting
- Turn your cell phones off – if you have to make a call please leave the room, but don't make this a habit

If you are having difficulty with something in class, e.g., problem regarding a class or assignment, or speaking up in class, please come talk to me ASAP. Immediate communication can solve most situations.

Plagiarism and Academic Misconduct

For many reasons, schools are cracking down hard on plagiarism these days, and UMKC is no exception. Instructors, unfortunately, have become the watchdogs. It is SO EASY for an instructor to find out whether you've plagiarized. All one has to do is "lift" a paragraph or sentence from your paper and copy it into Google or Turnitin.com. Trust me, even if you have changed a few words or interspersed other ideas, plagiarism will probably show up.

Plagiarism is ANY use of other people's words OR IDEAS without proper attribution. Even if you put someone else's ideas in your own words, failure to credit the source is still plagiarism. Anything you do that may lead a reader to believe someone else's work is your own (intentionally or unintentionally) is plagiarism.

UMKC's policy on plagiarism may be found at:

HTTP://cas.umkc.edu/history/StudentConduct.htm

A student enrolling in any UMKC course is expected to exhibit high standards of academic honesty. In the case of academic misconduct, I will assess the affected work and report the incident to Bloch School administration according to the guidelines printed in the University catalog. See student conduct policies at:

HTTP://www.umkc.edu/unkc/catalog/html/append/policy/0020.htm

Instructor's Philosophy

My philosophy about this course is pretty simple. I believe that the concepts and methods we will use can and have been used for teams of all sizes and in all industries. I believe it's more important that each student takes the materials and relates it to their own style and team situation. In business today, an executive's ability to connect the dots and deliver integrated solutions that span multiple functions in a company is worth its weight in gold. I believe this course will help to begin the development of that capability for you.

Grading policy:

Percentage Allocation

I am not a fan of grading attendance at this level; however the four areas below will rely heavily on your attendance and participation. I will be glad to share any materials you may miss, because I do understand the rigors of balancing career, family and school.

The grades will be distributed across four key classroom "deliverables":

- Classroom Preparation and Interaction– 40%
- POV (Point of View) Presentations and Discussions – 30% (You may not be chosen to present to the class, this DOES NOT mean your grade will suffer, its all based on the scoring criteria and whether I think your project will spur good discussion and debate)
- Final Team Presentations – 30%

Grade Calculations

Here are the criteria I will use to determine the grade for each of the components:

Classroom Preparation and Interactions

- Contributes on a consistent basis to each week's lectures and discussions
- Proactively raises issues and points that are relevant to the weekly reading and the class in general
- Ability to challenge the instructor and fellow students with alternative points of view
- Ability to connect the dots and uncover how different points are integrated throughout organizations, leading teams has many moving parts and impacts many different parts of an organization both inside and outside of the team
- Willingness to help other students and ask well thought out questions
- After each class, I will give you a "+", "0", or "-" – equate them to an A, a B, and a C – I believe strongly in MBA students being able to participate in a discussion – its how I can tell if you are grasping the concepts that are being presented
- **Note: I will drop one low score before submitting final grade**

POV Presentations and Discussions

These assignments will be graded based on how well your work delivers the following assignment criteria:

- How well did you present your case that supports your POV

- How well integrated is the response to class lectures and discussions
- Did you relate your point of view to your own team/work and/or class experiences
- How well did you defend your position against student's questions and alternative points of view
- How well did you integrate outside information/data sources

Each POV topic be due two weeks from the time the questions are handed out

Team Presentations

- Each team member must have a role to play, i.e., preferably presenting a part of the overall case, during the final presentation
- Demonstrating knowledge and learning of the class materials based on how well the tools, methods and best practices are integrated into the comprehensive solution
- The quality of the final presentation
- How well the team presented their solutions, i.e., organization, facts, assumptions, interpretation of the case organizational profile

I plan to use a simple scoring system using the criteria listed above, one potential method is to assign a "+", "0", or "-" and then assign a point total to them and then add them up at the end.

Course outline/schedule:

I have included the first half of the semester in this outline. As we move further into the class, I will have a better understanding of the pace and the amount of material we can cover. Please expect to see the second half of the course outline 4-6 weeks into the semester

Class 1 – Introductions and Course Syllabus Walkthrough	
This class will focus on us getting to know each other and setting expectations as we walk through the syllabus together. I will have each of you fill out a quick survey that tells me about yourselves and your expectations.	
Date	January 12, 2009
Assignment	▪ In class survey ▪ Determine best way to capture note for Team Lead Methodology
Activities	▪ Instructor background walkthrough ▪ Student expectations for the course ▪ Syllabus walkthrough ▪ Methodology Job Aid – Hand Out ▪ Q&A

******************************Jan 19 – NO CLASS - MLK******************************

Class 2 – What is the METHOD to the Madness for successful Team Leadership?	
There are tons of books written on this subject so there must be a method for success, right? In my experience there needs to be things in place to IMPROVE your chance of success, but nothing will GUARANTEE it. There are too many variables outside of a leader's control in today's corporate environment, but we can improve our chances from the very start with a few key stakes in the ground. This class will look at my team leadership model from end-to-end, as it will serve as the basis for how future classes will be conducted. We will also touch on the absolute keys to any team success – defining the problem the team is supposed to solve and managing expectations	
Date	January 26, 2009
Assignment	▪ Article/Deck – Change Readiness - Daryl Conner + Questions ▪ POV questions for Managing Expectations and Change Readiness will be handed out
Activities	▪ Lecture – Methodology Overview, Problem Definition and Expectation Management ▪ POV Sign-Ups finalized

Class 3 – 99% of well-led teams create CHANGE for the organization, the question is, is the organization ready to accept and sustain it?	
Before taking on a team leadership or even a participant role, good leaders will evaluate the situation against a few key change management principles: 1. What is the <u>burning platform</u> for the team's goal? 2. Where are the "customers" on the <u>commitment curve</u>? 3. Who are the <u>impacted stakeholders</u> of the team's deliverables? 4. <u>How much change</u> is going on in the organization? 5. How well does my organization support, deliver and <u>sustain team results</u>? 6. How do we measure communication effectiveness?	
Date	February 2, 2009
Assignment	▪ Article on Team Roles + Questions ▪ POV questions for Defining Success and Staffing Teams will be handed out
Activities	▪ Lecture - Change Management Fundamentals ▪ Sponsorship Checklist – Job Aid in class discussion

Class 4 – Preparing to Lead a team is 90% of the battle!	
This week and next we will look at the key components of planning to lead a team. This week we will discuss defining success for the team, and staffing /integrating the right resources	
Date	February 9, 2009
Assignment	▪ POV questions for Virtual Teams and Defining Team Success will be handed out ▪ POV presentations for Managing Expectations and Change Readiness are due ▪ Article on Virtual Teams + Questions
Activities	▪ Lecture – Defining Team Success, Staffing your Teams ▪ Pre-read material for next week ▪ POV Presentations

Class 5 – "Hey! Did someone set up the dial- in number for this meeting?"	
This week we need to look at a team design issue that is becoming very apparent and more frequent with larger companies and corporations, the virtual worker. We need to look at how we, as leaders, need to approach and engage this key resource of the team	
Date	February 16, 2009
Assignment	▪ POV questions for Team Alignment and Rules of Engagement will be handed out ▪ Bring a copy of your company's mission and vision statements (if available) ▪ POV questions for Defining Success and Staffing Teams are due ▪ Article on Team Alignment + Questions
Activities	▪ Lecture – Leading Virtual Team Members ▪ Pre-read material for next week ▪ POV Presentations

Class 6 – Team alignment starts with a compelling direction and rule for playing and working together!
This week we will look at the two keys to aligning a team. Team alignment sets the foundation for productive interaction and speeds up team development. This week we will look at how to craft a compelling direction, discussing how a leader answers the questions: Why does this team exist? and, What does this team want to be known for and by when? We will also discuss how to set up rules to handle the natural issues that confront a person leading a new team of employees

Date	February 23, 2009
Assignment	- POV presentations for Virtual Teams and Defining Team Success are due - Handouts on SWOT Analysis, Fishbone and Nominal Group Technique
Activities	- POV Questions for Problem Analysis and Decision Making are handed out - Lecture – Vision development and Team Rules of Engagement - POV presentations

Class 7– "Can we stop admiring this problem and actually make a decision?"
Every team leader needs a set of basic tools to facilitate problem solving and prioritizaytion as his or her team struggles with key issues and deliverables. This week we will learn two critical tools and practice them in small groups. The first is nominal group technique, the second is SWOT analysis

Date	March 2, 2009
Assignment	- POV questions for Team Alignment and Rules of Engagement are due - Read – The 5 Dysfunctions of a Team (A fictional novelette) - Read pages 1-9 in Overcoming the 5 Dysfunctions of a Team
Activities	- Lecture – Problem solving and issue prioritization techniques - POV presentations

Class 8 – Team Development – NOW the hard work begins!
The 5 dysfunctions of a team that Lincione talks about in his book are real and WILL be encountered as you lead a team of any size or sort. The key is early detection and understanding what to do to eliminate the issue as soon as possible, your credibility as a leader depends on it. Since you will now expect these issues, you can proactively address them!

Date	March 9, 2009
Assignment	- POV Questions for Problem Analysis and Decision Making are due - Read pages 11-37 in Overcoming the 5 Dysfunctions of a Team
Activities	- Lecture – Introduce 5 dysfunctions model - Team Assignments for the remainder of the course - POV Presentations

Class 9 – Team Development – NOW the hard work begins!
The 5 dysfunctions of a team that Lincione talks about in his book are real and WILL be encountered as you lead a team of any size or sort. The key is early detection and understanding what to do to eliminate the issue as soon as possible, your credibility as a leader depends on it. Since you will now expect these issues, you can proactively address them!
Date
March 16, 2009

Class 10 – Team Development – NOW the hard work begins!
The 5 dysfunctions of a team that Lincione talks about in his book are real and WILL be encountered as you lead a team of any size or sort. The key is early detection and understanding what to do to eliminate the issue as soon as possible, your credibility as a leader depends on it. Since you will now expect these issues, you can proactively address them!
Date
March 30, 2009

Class 11 – "I already have 6 do I just pick up my ball??"
Performance Scorecarding with Dr. Bill Hendricks – Author and Consultant – Over 350 Balanced Scorecard Installs – also, final team case studies are handed out
Date
April 6, 2009

Class 12 – Hey Leader! Do you need some help??!!
Assessing leadership capabilities and leveraging expert coaching
Date
April 13, 2009

Class 13 – Scared and Scared Bosses – Nothing better for team leaders!
Guest Speaker especially for MPA Students
Date
April 20, 2009

Class 14 – Okay – our team is done, now what??
Post action review plus final team presentations
Date
April 27, 2009

Class 15 – Final Team Presentations continued
Date
May 4, 2009

Course withdrawal:

All course withdrawals must be completed through the Registration Center in the UMKC Administrative Center. Students intending to withdraw from the course

after the eighth week of class (fourth week in the summer session) are required to obtain a signature of both the instructor and an academic advisor before the course withdrawal is official. *Telling the instructor that you intend to withdraw from the course or ceasing to attend class does not constitute an official withdrawal.* The academic calendar in the class schedule/registration guide lists the official withdrawal dates.

Available support services:

The University and the Bloch School support services include the Bloch School Computer Lab, the Bloch School Tutoring Center, the UMKC Writing Lab, and the Office of Disabled Student Services

- Bloch School Computer Lab: The Bloch School Computer Lab is available for your use. It is located in Bloch 110; the lab's website is: http://www.umkc.edu/is/oa/IS-Lab-Brochure.pdf

- Bloch School Tutoring Center: The Bloch School Tutoring Center is currently equipped to assist students who need help in the following courses: ACTG 210 and 211; FIN 325. The Center is located in Bloch 202; operating hours are posted on the room's door.

- UMKC Writing Lab: Students who desire assistance in written assignments may contact the UMKC Writing Lab at 816-235-1146. The Lab is located at 5201 Rockhill Road.

- Office of Disabled Student Services: If you have any questions about a disability or desire accommodation under the Americans with Disability Act, please contact the Office Of Disabled Student Services at 816-235-5696. The Office's website can be accessed at: http://www.umkc.edu/disability/