COURSE DESCRIPTIONS AND OBJECTIVES:

Many tasks in organizations are accomplished in teams in various forms: committee, task-force groups, boards, staff, and crews. As much as more heads are better than one, it is not always easy to coordinate collective efforts to accomplish team goals. This is an advanced undergraduate course in small group communication that addresses how teams can benefit from effective leadership. Class materials will focus on various theories and research, and their applications to leadership issues in real-life organizational teams.

The goals of the course are to (1) comprehend concepts and a language for understanding teams and leadership, (2) develop skills to work and manage effectively in teams, (3) acquire knowledge about what separates successful leaders from their unsuccessful counterparts, (4) learn analytical tools to observe, diagnose, and choose appropriate responses to different leadership and team-related problems, and (5) have opportunities to recognize and reflect on one’s own leadership skills in team context.

REQUIRED TEXTS:


Additional articles and cases will be available on Desire2Learn at <d2l.depaul.edu>. See the course schedule section on page 6-9 for full citations.

COURSE REQUIREMENTS AND EVALUATIONS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Leadership Essay</td>
<td>15%</td>
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<tr>
<td>Team Case Analysis (35%)</td>
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<tr>
<td>Three Written Assignments</td>
<td>30% (10% each)</td>
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<tr>
<td>Team Presentation</td>
<td>5%</td>
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<td>Exams (30%)</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Final</td>
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<td>Class Participation</td>
<td>20%</td>
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<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
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Course grading scale:
Your course letter grade is a function where your total course percentage grade falls within the following percentage ranges:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
<td>94 - 100</td>
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<td>A-</td>
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<td>B+</td>
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<td>D-</td>
<td>60 - 63</td>
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<td>F</td>
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Leadership Essay:

This essay assignment is designed for you to reflect on your experiences with a variety of leadership development opportunities offered in this class. For you to be able to write the essay, you will need to complete two components before you write the essay: (1) Self-assessment of Leadership Skills and (2) Participating in an activity organized by Student Leadership Institute (SLI) at DePaul University. Based on your experiences with these two activities, you will write a 4-5 page (typed and double spaced) essay reflecting on how you developed as a leader over the course of the term, what new perspectives and insights you’ve gained through these experiences, and what future steps you will take for further development.

The first component, Self-assessment of Leadership Skills, will take place on Monday, September 15 in class administered by Dave Borgealt, Director of SLI at DePaul. For the second component, you will choose one of the three options: (1) Attending one or more workshops at SLI, (2) Earning a Leadership Certificate, (3) StrengthsQuest™ Inventory and Results Meeting with SLI staff. When Dave visits our class on September 15, he will give you an overview of all these options. Additionally, I will provide more detailed guideline about how to construct your essay.

For more information about DePaul’s Student Leadership Institute, visit [http://studentaffairs.depaul.edu/sli/](http://studentaffairs.depaul.edu/sli/)

Team Case Analysis:

As a team of 4-5 students, you will read a case “Henry Tam and the MGI Team” and address a variety of issues related to leadership in teams. This team case analysis will give you opportunities to discuss, evaluate, test and/or put into practice many of topics from the readings and class discussions. This team case analysis involves three related written assignments, each of which you will complete over the quarter. At the end of the quarter, you will present your analysis and recommendations for the MGI Team as a team. You will be randomly assigned to a 4-5 person team, which will be your team for the entire term. The team will select a leader for each of the three parts. The leaders’ responsibilities are to lead the team discussions, and direct preparation processes for submission of the team’s analysis.
Peer evaluation: Your individual grade for team assignments depends both on the success of your team in completing the assignments, and on your individual performance within the team (as privately rated by your teammates). I assign a team grade for each part of the assignment, which is the best possible individual grade you can get. At the end of the quarter, your team members will fill out a confidential peer evaluation form to assess your level of contribution to the in-class team assignments throughout the quarter. Your individual grade for total team assignments may be lowered depending on the evaluations your team members provide me.

Quizzes:

Instead of a midterm, we will have a quiz on every assigned reading (see the course calendar for scheduled quizzes). Each quiz is worth 10 points and will be given at the very beginning of class on the day the reading will be discussed. The goal of the quizzes is to make sure that you are prepared for class discussions and other in-class activities. Quizzes will consist of a mix of multiple choice and short answer questions that cover the main ideas in the reading. NO make-up quizzes will be given. Instead, I will drop your lowest quiz score. (If you miss a class, the missed quiz will count toward your drop.)

Final Exam:

The final exam is scheduled for 8:45am Monday, November 24. Exam will not be rescheduled unless you provide documented medical or family emergencies prior to the exam. The exam will cover contents from the entire quarter, and will consist of multiple choice, short answer, and essay questions. Study guide will be provided prior to the exam.

Class Participation:

This is a fun course, especially for the students who come to class everyday, keep up with the assigned readings, and actively participate in class discussions. To receive full credit for participation, students must attend the entire class, come prepared to discuss the readings cogently and comprehensively, and complete in-class assignments. Also you must demonstrate that you have completed and contemplated the readings by bringing to class clarification and discussion questions that arise from the readings, interesting quotes with which you strongly agree or disagree from the readings, and thoughtful insights to how what we are reading relates to your experiences, current events, and our future lives.

There are 20 class meeting throughout the term, which makes each class meeting worth 10 points (participation = 20% or 200 points out of 1000). If you are absent, you automatically lose 10 points for that session. Additionally, you will also lose participation points for being late, leaving early, coming unprepared, being silent, or failing to bring comments and questions about the readings to class.

Absences due to family and medical emergencies are excused only when appropriate documentations are submitted.
Also, your professionalism will be counted toward participation grade (see the “professionalism” section below).

COURSE POLICIES

Course Website:

All class assignments, lecture slides, supplementary readings, and handouts will be posted on the course website at <d2l.depaul.edu>. Contact information for classmates will also be available.

Email Communication:

I often have class announcements and contact individual students outside the class via email. Make sure to post working email address on campus connection so that you are included in this communication.

When you send me an email with any questions or concerns, allow at least 24 hours for response time. For example, when you send me an email the night before our class, it’s not guaranteed that I read your email and respond to you before our class time.

Submission of Written Assignments:

All written assignments should be submitted electronically in the digital dropbox on D2L on or before due dates. When you submit the assignments later than the due dates, 5 points will be deducted for each day after the due dates. When a week passes, the submissions will not be accepted.

Academic Integrity:

Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting <http://academicintegrity.depaul.edu/Resources/Students/index.html>. Violations may result in the failure of the assignment, failure of the course, and/or additional disciplinary actions.

Professionalism:

I would like to create a fun, open, and friendly learning environment in the classroom. Professional behavior from all of us is a precursor to this goal. I expect you to display respectful and professional manners to your classmates and your instructor. Arriving late and leaving early without notice in advance are considered very rude. Particularly, using sexist or racist languages, making comments that make others uncomfortable, disrupting the class by having side conversations and reading newspaper during class will not be accepted. Your professional behaviors will be evaluated and counted toward your participation grade.
Students with Disabilities:

I do my best to accommodate the needs of students with disabilities. It is the student’s responsibility to notify me in advance (within the first two weeks of the quarter) of any special needs so proper accommodations can be made.
COURSE TOPIC OUTLINE AND DUE DATES:
The schedule is subject to change. Any changes will be announced in class in advance.

9/10 (W) Introduction to the course

9/15 (M) Introduction to DePaul Student Leadership Institute: Dave Borgealt
         Introduction to Leadership Essay

9/17 (W) Leadership Models I

   relational leadership.

   leadership.

   Quiz 1
   Meet Cast Study Team
   Team Case Analysis Part 1 handed out

9/22 (M) Leadership Models II

   Video: CEO exchange (Blake Nordstrom, Nordstrom, Inc. and Jim Donald, Starbucks Coffee
   Company)

9/24 (W) Leaders and Team Environment: Team Culture


   at [http://www.nytimes.com/2005/12/05/technology/05google.html](http://www.nytimes.com/2005/12/05/technology/05google.html)

   Quiz 2

9/29 (M) Leaders and Team Environment: Role Development


   and his team will battle the GOP onslaught. Newsweek. Access at
Quiz 3
Team Case Analysis Part 1 due in digital dropbox on D2L at 11:59pm

10/1 (W) Influence I


Quiz 4
Team Case Analysis Part 2 handed out

10/6 (M) Influence II

“Ruining it for the rest of us” Podcast from *This American Life*

10/8 (W) Leadership in Special Context


Quiz 5

10/13 (M) Motivation and Empowerment


Quiz 6

10/15 (W) Case Analysis on Team Member Empowerment

Orpheus Case

Team Case Analysis Part 2 due at 11:59pm


Quiz 7
Team Case Analysis Part 3 handed out

10/22 (W) Process Gain and Process Loss in Teams II: Creativity

Examination of Individual vs. Collective Idea Generation

10/27 (M) Leading Diverse Teams: Gender Diversity


Quiz 8

10/29 (W) Leading Diverse Teams: Cultural Diversity


Quiz 9

11/3 (M) Leading Virtual Teams: Theories


**Quiz 10**

**11/5 (W) Leading Virtual Teams: Case Analysis**


**Quiz 11**

Team Case Analysis Part 3 due at 11:59pm

**11/10 (M) Leadership Development**


**Quiz 12**

Leadership Essay due at 11:59pm

Hand-out: Study Guide for Final Exam

**11/12 (W) Team Presentation Day 1**

**11/17 (M) Team Presentation Day 2**

**11/25 (Tu) Final Exam at 8:45am in the classroom**