

Course. Leading Teams
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Term.
Course Credit. 3 Hours
Telephone. (931) 221-1443
Prerequisites. None

Course Description. This course introduces students to the skills required to effectively manage group processes. Students learn how to use project teams, select team members, lead productive meetings, and work through team problems.

Course Objectives/Outline.

Understanding Yourself.

Jung Personality Types

The Process Excellence Approach to Management

- Management by Results
- The Process Excellence Alternative
- Getting Started
- The Role of Project Teams

Using Teams to Meet Today's Challenges

- The Power of Teams
- Types of Teams
- What Teams Need
- Teams and Change
- Implementing Change
- Action Summary

Team Roles and Responsibilities

- Team Roles
- Responsibilities for Successful Improvement
 - Before the Project
 - During the Project
 - After the Project
- Leadership Team Reviews
- Action Summary

Team Techniques Guidelines for Good Meetings

- Guidelines for Effective Discussions
- Guidelines for Effective Decisions
- Guidelines for Effective Recordkeeping
- Guidelines for Effective Planning

Team Leaders. Putting It All Together

- Guidelines for Initial Team Meetings
- Guidelines for Regular Team Meetings
- Guidelines for Monitoring Progress
- Guidelines for Joint Review Meetings
- Guidelines for Closing a Project
- Action Summary

Teams Using Tools to Solve Problems

- Processes and Systems
- Scientific Approach
- Tools for Collecting Data
- Tools for Mapping Processes
- Tools for Looking at Data Relationships
- The 7 Step Method
- Action Summary

Building an Improvement Plan

- The 5 Step Plan for Managing and Improving Daily Work
- The 7 Step Method for Problem Solving
- DMAIC, the Six Sigma Improvement Approach
- The 16 Improvement Strategies
- Key Ingredients for Successful Improvement Efforts
- Action Summary

Learning to Work Together

- Team Dynamics
- Stages of Team Growth
- Riding the Team Roller Coaster Recipe for a Successful Team
- Constructive Feedback
- Action Summary

Dealing with Conflict

- The Value of Conflict
- Understanding Responses to Conflict
- Managing Group Problems
- Ten Common Problems and Solution Strategies
- Action Summary

Advanced Tools and Techniques

- Creativity Tools
- Implementing Solutions
- Managing Project Pipelines
- Action Summary

Required Learning Resources

The Team Handbook. Third Edition. (2003) by Barbara J. Strelbel, Brian L. Joiner and, Peter R. Scholtes. Published by Joiner/Oriel Inc. ISBN: 1884731260

Methods of Facilitation. Instructional methods include the application of a variety of methods and tools to include informal lectures, small and large group discussions, team exercises, case studies, progress checks, and exams. Students participate in a variety of team exercises. These projects provide each student the opportunity to apply team planning and managements skills and demonstrate his/her speaking and writing skills.

Basis and Methods for Grading.

1. Multiple-choice/short answer tests. Each test is graded using a 100-point scale. Tests may cover the material in the readings, lectures, case studies, handouts, and films.
2. Team exercises will be evaluated in accordance with the guidelines discussed by the professor in class.
3. The written reports are evaluated for proper grammar, punctuation, spelling, and content.

Summary

Quizzes (100 points each)	To be determined
Team exercises	To be determined
Written assignments	To be determined
Class participation and attitude	100 points
Final exam	100 points
Peer evaluations	100 points

Grading Scale

- 90 percent of the total points or better = A
- 80 to 89 percent of the total points = B
- 70 to 79 percent of the total points = C
- 60 to 69 percent of the total points = D
- 59 percent or less of the total points = F

Class Policies

Attendance. Each student should keep the professor informed of his/her attendance issues. Per the 2004-2005 Austin Peay State University Undergraduate Bulletin: "Class attendance is a key attribute to academic success . . . the University

requires faculty too report and students who have never attended class (FM—Failure, Never Attended) or those students who stop attending class and are no longer receiving instruction (FA—Failure, Stopped Attendance). Students missing four classes or more will receive a grade of FA.

Absence from Announced Tests and Examinations. Per the 2004-2005 Austin Peay State University Undergraduate Bulletin: “Students who are forced by circumstances beyond their control to be absent from announced tests and examinations should request approval from the instructor. At the discretion of the instructor, the student will receive the grade of I, F, or FA. The grade of I may be changed on the basis of a late test or examination.

Children. Children are not allowed in classrooms or other areas of the university.

Academic Dishonesty. Per the 2004-2005 Austin Peay State University Undergraduate Bulletin: “Academic dishonesty may be defined as any act of dishonesty in academic work. This includes, but is not limited to, plagiarism, the changing or falsifying of any academic documents or materials, cheating and giving or receiving of unauthorized aid in tests, examinations or other assigned work. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to, a grade of F on the work in question, a grade of F in the course, reprimand, probation, suspension, and expulsion.

Disability Policy. Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter or to contract Disability Services at telephone extension 221-6230; voice 221-6278p voice tty.

Caveat. The above schedule and procedures are subject to change in the event of extenuating circumstances.