

BA 606 Team Management

Instructor Information

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Course Information

Course Number: BA 606

Course Name: Team Management

Credits: 3

Format: This class will be delivered online using Moodle Platform. Class sessions will consist of discussions, assignments, and exam. Discussions, assignments, cases and exam will focus on readings, and other professionally/academically reviewed journals.

Course Description:

Course Description: This course will explore the psychological contract between leader and follower that take many forms between two people or between the leader and groups. Students will study group formation and group development as well as the intricacies of coaching, mentoring, and disciplining.

Course Objectives & Learning Outcomes

Upon completion of the course, students should be able to:

1. Analyze the importance of working together collaboratively.
2. Improve your analytic abilities in understanding the behavior of individuals and groups in organizations.
3. Apply tools for diagnosing and enhancing team effectiveness.
4. Increase your awareness of how successful business executives lead and what separates them from their unsuccessful counterparts.
5. Gain experience in leadership situations, including learning to deal with conflict, time pressure, and different accountability systems
6. Evaluate the stages of team development.
7. Appreciate and adapt to different behavioral styles with a team.
8. Utilize this information to communicate more effectively with team members.

Course Requirements

Computer Literacy

Students are expected to be able to use word processing and presentation software, as well as access E-mail, utilize Moodle (including forums, assignment submissions, quizzes), Google Docs and other technological tools that may enhance the content of this course. Please refer to the [CU Distance Education Help Desk](#) for instructions, when necessary.

Required Materials

Required Materials:

Making The Team (5th Edition) by Thompson (ISBN: 9780132968089) Published by Pearson

Recommended:

Publication Manual of the American Psychological Association (6th Edition)
(ISBN-13: 9781433805615)

Internet Access: Some of the course materials and problems will be posted and completed on the internet. It is therefore imperative that you have access to the internet in order to successfully complete this part of the class assignments.

Class Attendance/Participation

As stated in the Campbellsville University catalog, students are expected to attend class regularly. To be counted present, a student in online courses must log-in to their course in the LMS (Moodle) at least once a day and complete those activities as prescribed by the instructor in the syllabus. When the prescribed amount of inactivity has passed, or the prescribed number of assignments have been missed (or any combination thereof), the instructor will issue the grade of “WA.” This grade, representing administrative withdrawal, acts as the grade of “F” in the GPA calculation.

Revolving Technical Issues

Contact the helpdesk if you have a technical problem accessing the course.

- Problems logging into Moodle – Contact the CU Distance Education Help Desk at (270) 789-5355.
- Other technical problems within Moodle – Contact the 24/7 Help Center at 800-985-9781 or [24/7 Help Center](#).

Citations and References

Unless otherwise noted, all written learning activities should include citations and references, as appropriate, using APA format. ***Students are encouraged to utilize the APA Publication Manual, Sixth Edition for explicit guidance and direction. Failure to cite properly can result in a failing grade.*** Students with questions or concerns about their writing – particularly how to cite and reference appropriately – should contact the instructor or the [writing center](#).

Submitted Work Naming Convention

Save and submit all your work as a ###instructor insert file type here## file. Make sure to save your files using the convention ***LAST NAME, FIRST INITIAL, COURSE ABBREVIATION, SEMESTER AND YEAR, AND ACTIVITY NAME OR NUMBER.***

Example: Smith_L_BA_495_FA14_CaseStudy1

Time Management and Late Activities

Expect to spend approximately 5-8 hours per week for undergraduate courses and 12-15 hours per week for graduate courses. You should spend approximately 3-4 hours online each week (reading and responding to others) and 1-4 undergraduate hours or 8-11 graduate hours off-line (reading and completing written learning activities). Make sure to give yourself enough time to submit work that represents the best of your abilities and that has been completed without collaboration with other students. *Collaboration without instructor knowledge/permission is considered academic dishonesty and can result in a failing grade for the course.*

Deadlines are an unavoidable part of being a professional; this course is no exception. Avoid any inclination to procrastinate. To encourage you to stay on schedule, due dates have been established for each learning activity. The late submission policy is as follows:

- A.** Please review the course schedule for all reading assignments and due dates of quizzes, assignments, discussions, etc.
- B.** All discussions must be completed each week.
- C.** ***Late assignments including discussions will not be accepted.***
- D.** ***There are no make-up work for all assignments (discussions, papers, quizzes, team assignment, etc.).***

It is your responsibility to ensure your learning activities are uploaded into Moodle properly and on time. After learning activity upload you can go back into the assignment area in Moodle to ensure your learning activity has been uploaded. It is also your responsibility to allow enough time so that if there is an issue with the upload or a technology glitch, you still have time to upload your learning activity before the due date.

Grading System

The quality of a student's academic work is indicated by letter grades on a quality point system that determines the grade point average on the 4.0 scale. An explanation of the grades used, the scale, and how grades are calculated follow.

Letter Grade	Definition	Quality Points per Semester
A	Excellent	4
B	Good	3
C	Average	2
D	Lowest Passing Grade. This is not an acceptable grade for this class. You	1
F	Failure	0
I	Incomplete	0
S	Satisfactory	0
U	Unsatisfactory	0
W	Withdraw	0
WA	Withdraw –	0
X	Final Exam	0

Evaluation of Learning Activities

Timeline for Submission

Please note: course weeks are from Thursday through Wednesday. All required activities must be submitted in the appropriate places on Moodle. Specific due date for each activity (discussions, quizzes, exam, papers, cases, etc.) will be posted.

Discussions

Active participation is a must in this course. Each week one or more key discussion questions, activities, debates, etc. will be posted. Generally, you will be required to respond to the main discussion and then also make comments (a minimum of 3) on the responses of others in the

course. *Please note that the quantity of responses is not as important as the quality of the responses.*

A running dialog about course topics will be maintained via the Moodle discussion forums. It is expected that you will fully participate in the online discussions. This means posting your own thoughts about the weekly topics and properly cited as appropriate, commenting on others' ideas, and responding to questions about your own postings. Class participation points will be based more on quality than quantity. While it is relatively easy to post numerous, non-substantive comments, it takes more thought and effort to post intelligent, meaningful comments that move the discussion forward. For example, a meaningful post tends to:

- Provide concrete examples, perhaps from your own experience or cited from the reading
- Identify consequences or implications
- Challenge something that has been posted – perhaps by playing devil's advocate in a professional way
- Pose a related question or issue
- Suggest a different perspective or interpretation
- Pull in related information from other sources with proper citation – books, articles, websites, courses, etc.

Consider your time commitment to our online discussions to be critical to your success as a learner, as well as to the success of the course. Because *ongoing* participation in discussion forums is expected, points **will be assigned to each activity**. Participation scores will be based on three primary criteria:

1. Frequency and timeliness of postings;
2. Content of your discussion forum postings (the thoughtfulness/reflection that goes into your responses and the extent to which they address the topic for the week, including the assigned readings); and
3. Adherence to online protocol.

Discussion:

Each Module, topics for discussion will be found in the discussion area of the course. In-depth discussion is an essential part of online learning and is also an important factor in your grade as well.

A minimum of Three posts is required for each Module. Post your primary response by end of Week 1. Respond to at least two (2) other postings by the end of Module. Each post is required to be a significant post. Just agreeing or disagreeing with a student is not a post. Neither is asking a question.

- Significant posts are at least 300 words and require some information from the text, academically reviewed papers, some significant commentary that requires knowledge of the subject matter, a web link to an article or other source to be accepted
- Significant posts on all your responses to your classmates' postings should be at least 150 words and require some information from the text, academically reviewed paper, some significant commentary that requires knowledge of the subject matter, a web link to an article or other source to be accepted.
- Provide appropriate APA in-text citations and references.
- You must participate in all discussion topics.

The instructor will determine if a post meets the criteria of a significant post.

Cutting and pasting an article is not a significant post.

Each Module stands on its own. Thus, you cannot make-up points from a previous week. Please make every effort to participate in all discussions.

Graded Assignments

Team Assignments:

You will be assigned to groups when the course starts, along with a private group discussion forum. You will have four team assignments occurring in Modules 2, 4, 6 and 8. Each team assignment will be made available no later than the beginning of the Module in which the team assignment is due. Additional instructions will be provided when team assignments become available.

Quizzes/Exams

Quizzes:

Quizzes will be based on reading assignments (textbook). Quizzes will be completed on Moodle. Each quiz is worth 50 points each. Additional instructions will be provided when quiz becomes available.

Grading

Assignment	Points
Discussions (7 @ 30 points each)	210 points
Quizzes (8 @ 50 points each)	400 points
Team Assignments (2 @ 195 points each)	390 points
Total	1000 Points

The following criteria will be used to determine the letter grade you receive.

A	90 – 100	B	80-89	C	70-79	D	60-69	F	59 or Less
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Please note that you must earn at least C to receive a passing grade in this class.

TENTATIVE COURSE SCHEDULE/ASSIGNMENT DUE DATES

Course Schedule

The course will be structured into weekly modules. Weeks will run from 12:01 am Eastern Standard Time (EST) Thursday to 11:55 pm EST Wednesday.

Module and Dates	Chapter Readings	Learning Activities
Module 1 July-5 to July-18	Chapter 1	- Discussion 1 Initial: July-11 Peer: July-18 - Module 1 Quiz Due by July-18
Module 2 July-19 to August-1	Chapter 2 Chapter 3	- Discussion 2 Initial: July-25 Peer: August-1 - Module 2 Quiz Due by August-1
Module 3 August-2 to August-15	Chapter 4 Chapter 5	- Discussion 3 Initial: August-8 Peer: August-15 - Module 3 Quiz Due by August-15
Module 4 August-16 to August-29	Chapter 6 Chapter 7	- Discussion 4 Initial: August-22 Peer: August-29 - Module 4 Quiz Due by August-29
Module 5 August-30 to September-12	Chapter 8 Chapter 9	- Discussion 5 Initial: Sept-5 Peer: Sept-12 - Module 5 Quiz Due by Sept-12
Module 6 September-13 to September-26	Chapter 10	- Discussion 6 Initial: Sept-19 Peer: Sept-26 - Module 6 Quiz Due by Sept-26 - Team Assignment #2 Due by Sept-26
Module 7 September-27 to October-10	Chapter 11 Chapter 12 Chapter 13	- Discussion 7 Initial: October-3 Peer: October-10 - Module 7 Quiz 1 and 2 Due by October-10
Module 8 October-11 to October-13	Course Evaluation	All Coursework Due by Saturday October 13, 2018

University Policies

Student Behavioral Expectations

A student attends Campbellsville University voluntarily and is expected, for the sake of the community, to conduct himself or herself with a high standard of personal behavior. While we realize that it is impossible to create an academic community whose behavioral norms will be acceptable to every person, we believe that it is important to identify the ways in which individual and community concerns can be harmoniously balanced. Personal and communal values must be formed by specific behavioral expectations (rules and regulations).

Campbellsville University has defined the values, behavioral expectations, rights and responsibilities that we feel will create an environment in which students can grow spiritually, morally, and intellectually. Of course, a student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions. Behavioral expectations are

clustered around the following individual and community values: worth of the individual, self-discipline, academic integrity, property and the environment, and respect for authority.

Student Conduct/Netiquette

All students are expected to know and to follow Campbellsville University policy and procedures that govern the entire college student experience (from admission to graduation) as set forth in admissions materials, the [CU Bulletin-Catalog](#), the [CU Student Handbook](#), and other printed/published materials. This includes a unique form of behavior in online courses called “netiquette.”

"Netiquette" stands for "Internet etiquette", and refers to the set of practices which help make the Internet experience pleasant for everyone. Like other forms of etiquette, netiquette is primarily concerned with matters of courtesy in communications. The following sections provide more information.

General Netiquette for Email, Discussion Boards and Chat Rooms

- Check spelling, grammar, and punctuation before sending your words over the Internet. Chatting and posting are more like speaking, but they are still academic when done for a course. Abbreviated writing that might be appropriate when text messaging might NOT be appropriate in an email. Also, avoid using all lower case words. Clear writing is a form of common courtesy and good manners. Write so that the recipient will not attribute unintended nonverbal meanings into the verbal message. Being online will not allow you to use non-verbal cues that are common in face-to-face discussion (i.e. tone of voice, winks, facial expressions). Sarcasm or jokes could be misunderstood. Use your common sense and avoid saying things that MIGHT be offensive to others.
- Emoticons are sometimes acceptable, but if others do not know what they mean, they become useless. Better to use straightforward language. In a formal setting, text-message acronyms should not be used at all (i.e., LOL or AFAIK). And remember, ALL CAPS is often perceived as SHOUTING!
- Think about email, chatting, and posting in the same way as making a verbal comment in a classroom. Any words you post can be made public! When in doubt, leave it out. Decorum is crucial in any online correspondence.
- If you attach documents or photos, be sure they follow the standards of respectful classroom behavior.
- When sending attachments, be sure they can be opened by the recipient of the email (e.g., Word, Excel, PowerPoint, PDF).

Specific Netiquette for Various Communication Tools

Email Netiquette for Academic Purposes

- Always use your CU email account for official or class-related business.
- Always provide the purpose of the email in the subject line.
- Use an appropriate salutation or greeting to begin an email. “Hey, Dude!” may be an appropriate greeting for a friend, but it is not the type of respectful salutation that you should use when emailing a professor. Professors and staff should be addressed with appropriate title: Dr., Professor, Mr./Mrs./Ms., President, Vice President, etc.
- Conclude your message with complete identification and contact information at the bottom

of the email.

- Be brief. Separate ideas into clear, concise paragraphs with spaces in between; do not write one long paragraph containing diverse points and information.
- Do not address several issues in one email; limit emails to one, two, or three related points on the topic in your subject line.
- Use distribution lists sparingly, preferring the Notice Board when there is a mass email to the entire campus community.
- Double check the “To” line in your replies to make sure that the email goes to the right party. Avoid “Replying to All” when you do not mean to.
- When appropriate, use the “Options” icon in Outlook to mark messages as personal, private, or urgent or to request that the message has been received or read.
- When you receive an email, reply within 48 hours, excluding weekends or holidays. Set auto response in “Option” to “Out of Office” if away for an extended time period.

Discussion Board and Forum Netiquette for Academic Purposes

- Pay attention to the discussion question posed by the instructor and answer the question in your posting.
- Label your posting appropriately to fit your message; an automatic reply keeps the instructor and class from looking down the list to find your message quickly. For example, if you’re posting your speech topic for approval, could you find your group members’ postings out of a list of 30 subject lines that say “Re: Speech Topic”?
- Respond to other student postings; after all, this is a discussion that is occurring in an on-line format. To engage in the discussion, read other postings and respond to them directly.
- If other students reply to your posting, respond to their questions or comments. As you would in a face-to-face conversation, acknowledge the person speaking to you.
- If you don’t have anything substantial or constructive to say for your reply, please do not reply. Responses like “that’s nice” do not keep the discussion going.
- For long responses, attach a document and type a message in the discussion box indicating what is in the attachment.

Students who choose to violate these policies are subject to disciplinary action which could include denial of access to courses, suspension, and expulsion.

Academic Integrity

Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to other’s contributions to one’s course work. These values can be violated by academic dishonesty and fraud.

Academic honesty is essential to the maintenance of an environment where teaching and learning take place. It is also the foundation upon which students build personal integrity and establish standards of personal behavior. Campbellsville University expects and encourages all students to contribute to such an environment by observing the principles of academic honesty outlined in the [Bulletin Catalog](#) and the [Online Student Handbook](#).

Title IX

Campbellsville University and its faculty are committed to assuring a safe and productive

educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Please contact the Title IX Coordinator, Terry VanMeter, at 270-789-5016 or

twvanmeter@campbellsville.edu.

Terry VanMeter
1 University Drive
UPO Box 944
Administration Office 8A
Campbellsville, Kentucky 42718

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX.

Americans with Disabilities Act

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. **Requests for reasonable accommodations** in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration.

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment (within the last 3 years). Please contact the [Coordinator of Disability Services](#), Teresa Elmore, at (270) 789-5192 tmelemore@campbellsville.edu or Ashley Abner at (270) 789-5450 alabner@campbellsville.edu to inquire about services.

Verification of Disability

The Coordinator of Disability Services will ask for documentation to verify the disability, and if appropriate, will cooperate with instructors and Academic Support services to facilitate and track accommodations and services.

No accommodation will be provided without documentation. In addition, Campbellsville University will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student's disability is considered confidential. Information will not be released to anyone without the express written permission of the student.

Reasonable Accommodations:

- Accommodations are provided on an individual basis.
- Accommodations are provided to support the educational development of students with disabilities.
- In addition to the academic support services available to all Campbellsville University students, some examples of reasonable accommodations include

extended time for tests, administration of oral test, note-taking assistance, and use of assistive devices such as calculators or computers.

Disability Services

Within the office of [Career Services](#), accommodations are provided for students with disabilities. Helping remove barriers is the goal of Disability Services. Students who have a documented physical, psychological, emotional, and/or learning disability can work with Career Services to receive necessary accommodations. Students who want to inquire about required documentation and possible accommodations may contact the office of Career Services by calling (270) 785-5192 or emailing Teresa Elmore temelmore@campbellsville.edu or Ashley Abner at alabner@campbellsville.edu.

Official Email

The @campbellsville.edu extension will be considered the official e-mail address for writing and forwarding electronic correspondence.

Academic Appeal and Complaint Process

A student may appeal the fairness of any academic action or register a complaint, including a course grade, to the Academic Council following consultation with his/her advisor, the professor, and the appropriate department chair and/or the dean. Such an appeal must be submitted in writing to the vice president for academic affairs by end of the regular semester after the semester in which the action was taken. The Academic Council will then determine whether a hearing is necessary. The decision of the Academic Council is final. Student complaints other than appeals for course grades should be submitted in writing to the vice president for academic affairs. When the complaint is against the vice president for academic affairs, it should be submitted in writing to the president of the University.

Other Important Matters/Textbook and Technology Issues

It is the responsibility of students to be prepared for class which means they should have all required course materials and texts at the start of class as well as reliable access to required technology tools and the internet for the duration of the course.

In extreme situations, where there is delay in the shipping or procurement of materials, faculty will make reasonable accommodations during the first week of class only. Please make every effort to have all the required materials no later than week 2.

Similarly, I will not accept individual technology issues or internet access as a reason for late work. Be sure to have a back-up plan in case of unexpected glitches, viruses or inaccessibility. Libraries, business centers, friends and family are frequently used alternatives. Additionally, work must be submitted on time and as directed in the course instructions using Microsoft Office software version 2000 or higher. Work submitted in other formats such as Word Perfect or Open Office will not be accepted.

The instructor reserves the right to make changes to class materials and/or syllabus when necessary.

Campbellsville University

MISSION STATEMENT

Campbellsville University is a comprehensive, Christian institution that offers pre-professional, undergraduate and graduate programs. The University is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The University prepares students as Christian servant leaders for life-long learning, continued scholarship, and active participation in a diverse, global society.

CORE VALUES

- To foster academic excellence through pre-professional certificates, associates, baccalaureate, masters, and doctoral programs through traditional, technical and online systems
- To provide an environment conducive for student success
- To uphold the dignity of all persons and value diverse perspectives within a Christ-centered community
- To model servant leadership through effective stewardship of resources

MISSION STATEMENT OF THE CENTER FOR DISTANCE EDUCATION AT CAMPBELLSVILLE UNIVERSITY

Campbellsville University, in support of its mission, strives to meet the needs of all students including those who may be unable to participate in the traditional university environment. Greater flexibility in scheduling provided by distance education courses allows CU to draw from a pool of students from all areas of society. These courses provide students with the education and tools that they need to reach their goals, whether these goals are professional or personal. Distance education provides an understanding level of education to everyone by removing the traditional barriers of time and place.