Advanced Management Topics 410: Transformational Leadership & High Performing Teams

Spring 2015

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Classroom: MBEB 1209

Day of Week: T & Th
Office Hours: by appointment
Section: 02    Time: 9-10:15 am
Section: 03    Time 3:00-4:14 pm

COURSE DESCRIPTION: Transformational Leadership & High Performing Teams
This course is designed for students to develop an understanding of the concepts and principles of transformational leadership and what it is to be a part of a high performing team. Throughout the course, learnings will be applied within a business development context. Students will work in teams to develop a business while practicing their transformational leadership skills and by being a part of a high performing team.

COURSE OUTCOMES:
• Increase understanding of Transformational Leadership and its impact within the organization
• Gain insights into the value of relationships within a business context
• Explore how to integrate your personal ethical and citizenship ideals into a successful management career
• Sharpen your analytical skills as they relate to leadership and other organizational behavior & management problems.
• Learn the characteristics of a high performing team and organization
• Deepen understanding of customer service and its effects on the bottom line
• The business importance of the people who make up and organization; a focus on people not just the bottom line.
• Self-empowerment and empowerment of others
• How to coach others to promote individual growth
• Knowing yourself as a leader
• Servant leadership
• Application of your leadership style within the context of Business Development

Class Format:
Transformational Leadership skills develop through interactions with others. Being a member of a high performing team is dependent upon each member of the team. The objective of the group projects and presentations is to provide students an opportunity to hone their leadership and teamwork skills. The semester will begin with increasing your understanding of your personal leadership style, moving into how you create and participate in a high performing team with teams and then concluding with participating in a business development project.

Come to class prepared to work, bring writing materials and your text books. Ensure reading is complete prior to class session, as the work in class is designed to follow up on your readings. Coming prepared enhances the class discussion and activities.

Everyone is expected to participate in class discussion. This comes more easily for some, however, consider this a chance to increase one’s comfort level in communication.

Successful groups find ways to mitigate scheduling, personality, and other conflicts among members to create a collaborative and engaging presentation. The groups’ process and effectiveness has a direct impact on the quality of their projects. Virtual collaboration between class sessions is encouraged.
REQUIRED TEXTS


http://www.idahosbdc.org/business-essentials/business-planning/

COURSE REQUIREMENTS
Assignments: 385 points (many of the assignments are done in class)
Class Participation = 15 points
Business Development Project = 100 points
TOTAL POINTS = 500

COURSE EVALUATION
GRADING SCALE
A+ = 500 points
A = 465 to 499
A- = 450 to 464
B+ = 440 to 449
B = 415 to 439
B- = 400 to 414
C+ = 390 to 399
C = 365 to 389
C- = 350 to 364
D+ = 340 to 349
D = 315 to 339
D- = 300 to 314
F = < 300

In class Assignments (total 385 points)---MUST BE PRESENT TO RECEIVE POINTS
1. Discussion around the intro’s to both books: (10 pts) – Within small groups we will be discussing the assigned readings and our reactions to them. Due: Jan 19
2. ‘Case for change’ & and student mingle: (10 pts) – You will complete and individual case for change around transformational leadership and work in small groups to discuss
Due: Jan 21
3. Crowley p. 18 in-assignment and outlining key points of Chp 3: (10 pts) – Each student will be completing questions on page 18 in the Crowley book and working in a small group to outline key point of Chp 3. Due: Jan 26
4. Key points sharing/presentations: (10 pts) – Students will share the key points from their section of chp3 with their peers. This will be done in a fun and engaging way. Due: Jan 28
5. Groups assigned & sharing in new team and field trip assignment: (10 pts) – Students will be assigned to groups by their instructor and within those new. Due: Jan 28
6. Team Field trip: (10 pts) – This field trip concept and the output from it will be discussed in class. Due: Feb 2
7. Learning 6 hats and Biz idea generation: (10 pts) – In class students will learn the 6 hats technique for parallel thinking and expediency in group work. They will then apply it to creating the team purpose. Due: Feb 9

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8. **Team Vision and Skills inventory: (10 pts)** – Students will work in their teams to set a team vision and take a skills inventory of the collective skills they hold. **Due: Feb 11**

9. **Strengths & Assumed Constraints & Points of Power (10 pts)** – Students will consider areas of growth and support for themselves and how they can support them in developing these areas further. **Due: Feb 18**

10. **Customer Experience: (10pts):** -Students will learn to design an organization from the customer perspective; “outside-in”. **Due: Feb 23**

11. **Team goal with timeline: (10 pts)** – Within your working team you will construct a team charter document and set team goal with timeline for achievement. **Due: Feb 25**

12. **Dyad discussion (10 pts) & SMART goals: (10 pts):** Students will work in dyads to connect on a personal level within the team structure. Students will be utilize SMART goals for a developmental goal they have and a peer will apply coaching principals to assisting them in achieving their goal. Discussion outline will be provided. **Due: Mar 3**

13. **Team working session: (10 pts)** – This class is designed to give the team working time together. Each team should be actively engaged in moving their project forward. The professor will be available for answering question and assisting with your projects. **Due: Mar 8**

14. **Coaching Triad: (10 pts)** – You will practice coaching with a provided scenario. **Due: Mar 15**

15. **Feedback received reflection: (10 pts)** – Students will receive their individual evaluation feedback and have a chance to review. You will take some time to reflect upon your feedback and determine which strengths to amplify and what to continue to develop. **BRING YOUR BLANCHARD TEXT TO CLASS Due: Mar 17**

16. **Coaching session (in class 1:1): (10 pts)** – Students will practice their coaching for success skills within the class time. **Due: Mar 17**

17. **Kotter 8-steps for Change: feedback based change: (10 pts)** – Student will complete an in-class worksheet using Kotter’s 8 step process for change. **Due: Mar 29**

18. **Blanchard Chp 14: Servant Leadership (10pts)** –Groups will complete a discussion guide on Servant Leadership and participate in a broader discussion within the class session. **Due: Mar 31**

19. **Team working session (preparation for final project presentation): (10 pts)** – This class is designed to give the team working time together. Each team should be actively engaged in moving their project forward. The professor will be available for answering question and assisting with your projects. **Due: Apr 7**

20. **Team triumph & recognition (as a team in class work): (10 pts)** – Each team member will complete a recognition form for each team member. The team will also document their triumphs together as a team. **Due: Apr 21**

21. **Individual recognition of team contributions (15 points)** –Students will complete a recognition form for each team member. This will provide positive feedback to other team members regarding their contributions and strengths. **Due: Apr 21**

**Project presentation participation points: (40 points) –Due: Apr 12, 14, 19, 21**

It is expected that each student will be in attendance for each team’s project presentation. Each class session is worth 10 points toward final grade. Please be there to support the other teams within in your ‘organization’. That is what high performing teams do—they ‘show up’ for others.

**Leadership Traits (Mar 1) (25) & Strengths Questionnaire (Feb 16) (10): (35 pts)** The traits questionnaire and instructions will be posted on Blackboard. The students will need to download and print 6 copies (1 for themselves, and 5 for others to complete). Follow the instructions included in the worksheet. The strengths questionnaire and
instructions will be posted on Blackboard. The students will need to download and print 1 copy to complete. Follow the instructions included in the worksheet

**Team (10 pts), self (10 pts) and peer evaluations (15) : (35 pts)** Students will complete a team evaluation that will be aggregated and shared with the team. They will also work confidentially to complete a self and peer evaluation. These will be turned into the professor and totaled for each individual. Knowing strengths and understanding growth opportunities are essential for high performing teams. This exercise will provide some insights to the team, and each individual. It is critical that each student complete this work. Ensure you do not miss this class. **DUE Mar 10**

**Peer Evaluation (50 points)** – Students will complete an on-line peer evaluation of each team member and their contribution to the Final Business Development Project. This feedback is confidential, only the professor will see all feedback. It is important to provide meaningful feedback for your team-mates, as this will affect your grade on this assignment. Providing meaningful and actionable feedback is an important part of being a transformational leader. **Additionally, remember how you score your peers effects their final score on the Final Project/Presentation.**

**Business Development Project (100 points)** – Students will be assigned to working groups to work on a Business problem, a new Business idea, or work with an existing business. They will then work on a business plan; utilizing the outline at [http://www.idahosbdc.org/business-essentials/business-planning/](http://www.idahosbdc.org/business-essentials/business-planning/)

They will work throughout the semester to accomplish the goals of their business development project while incorporating their text learnings into their team work and on-going efforts to complete the new business development project.

The presentation of the Projects will be **Due: Apr 12, 14, 19, 21:** The scoring rubric for the presentation will be posted in BB. The presentation will be worth **100 points.**

**Participation/Discussion (15 points)** – Students **must** actively participate in classroom discussions and attend class. Students will be assessed on how their comments and questions reflect careful reading, comprehension of the material, thoughtful critique, and original analysis.

**Simply talking in class does not constitute participation.** This course is based on reading and discussion of a wide variety of material. It is imperative that students come to class prepared to discuss the readings assigned for that week.

Attendance is critical in this class, as represented above in the 20 in class work objectives. Please commit to being her and practicing you transformational leadership skills along with being a member of a high performing team.

**Statement on Academic Integrity and Conduct**

The Boise State University Student Code of Conduct and policies on Academic Dishonesty are located at the following websites. I encourage you to read these carefully. Students will be held to these standards in all areas of academic performance. [http://www.boisestate.edu/osrr/scp/student_code.html](http://www.boisestate.edu/osrr/scp/student_code.html)

We are all responsible for maintaining academic standards and integrity. All work submitted by a student must represent his or her own ideas, concepts and current understanding. Cheating, plagiarism, or evidence of dishonesty will result in class dismissal and failing grade.

**Deadlines and Other Expectations**

- No assignments will be accepted late without verified medical documentation. If you know you will have to miss a class or will be out of town when assignments are due, it is imperative that you make arrangements with me ahead of time. The class schedule details the deadline for each assignment.
- **THERE WILL BE NO MAKEUP FOR ANY OF THE 20 ASSIGNMENTS THAT ARE DONE IN CLASS.**
- Students are expected to attend class, complete the reading assignments before the class meeting and to arrive on time.
- This course requires all participants be respectful of others' perspectives and opinions. Students must be willing to expand their own understandings and challenge traditional research assumptions.
**Writing Assignments**
- Developing an effective writing style to convey thoughts and ideas is one of the most important skills to attain in college. The COBE Writing Guide is the standard expected for all papers written for this class. [http://cobe.boisestate.edu/students/writing-styles-guide/](http://cobe.boisestate.edu/students/writing-styles-guide/) There will be no opportunity to rewrite papers

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Jan 12</td>
<td>-Syllabus review&lt;br&gt;-Course expectations&lt;br&gt;-“what gets results?”&lt;br&gt;-“Heart &amp; Caring at work”</td>
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<td>Jan 14</td>
<td>-“What is transformational leadership?”&lt;br&gt;-Index card completion&lt;br&gt;-Course vision</td>
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<td>-index card completion</td>
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<td>Jan 19</td>
<td>-Intro’s discussion</td>
<td>Intro to Crowley &amp; Blanchard text</td>
<td>- Small Group Discussion and hand in summary (10 pts)</td>
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<td>Jan 21</td>
<td>“Why use transformational leadership?”&lt;br&gt;-Class mingle exercise</td>
<td>Chp 1 Crowley</td>
<td>‘Case for change’ &amp; and student mingle (10 pts)</td>
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<td>Jan 26</td>
<td>-Chp 2 lecture &amp; discussion&lt;br&gt;-p. 18 in class work&lt;br&gt;-Chp 3 class prep work</td>
<td>Chp 2 &amp; 3 Crowley</td>
<td>Crowley p. 18 in-assignment and outlining key points of Chp 3: (10 pts)</td>
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<td>Jan 28</td>
<td>-Chp 3 key points presentations</td>
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<td>- Key points sharing/presentations (10 pts)</td>
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<td>Feb 2</td>
<td>-Chp 4 Lecture &amp; discussion&lt;br&gt;-New working teams assigned&lt;br&gt;-Overview of Chp 6&lt;br&gt;-Field trip assignment</td>
<td>Chp 4 &amp; 6 Crowley</td>
<td>-Groups assigned &amp; sharing in new team and field trip assignment (10 pts)</td>
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<td>Feb 4</td>
<td>-Field trip day</td>
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<td>- Team Field trip (10 pts)</td>
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<td>Feb 9</td>
<td>-6 hats lesson&lt;br&gt;-What will your team do?</td>
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<td>- Learning 6 hats andBiz idea generation (10 pts)</td>
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<td>Feb 11</td>
<td>-Team visioning&lt;br&gt;-Inventory of team skills</td>
<td>Chp 1 &amp; 2 Blanchard</td>
<td>- Team Vision and Skills inventory (10 pts)</td>
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<td>Feb 16</td>
<td>-Chp 5 Lecture &amp; discussion&lt;br&gt;-Growth &amp; support in class work</td>
<td>Chp 5 (pgs 57-76)</td>
<td>- Strengths Questionnaire (10 pts)</td>
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<td>Feb 18</td>
<td>-Empowerment of self and others</td>
<td>Chp 4 &amp; 6 Blanchard</td>
<td>- Strengths &amp; Assumed Constraints (10 pts)</td>
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<td>Feb 23</td>
<td>-Chp 3 Lecture &amp; discussion “keeping the customer in mind”&lt;br&gt;-Biz Plan review</td>
<td>Chp 3 Blanchard</td>
<td>-Customer Experience design (10 pts)</td>
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<td>Feb 25</td>
<td>-Goal, Timeline, and task assignment&lt;br&gt;-Leadership traits assignment given on BB</td>
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<td>- Team goal with timeline (10 pts)</td>
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<td>Mar 1</td>
<td>-Team work: on strengths of overall team and gap identification: output team grid</td>
<td>Chp 7 Crowley Chp 8 &amp; 9 Blanchard</td>
<td>Leadership Traits Questionnaire DUE (25 pt) Blanchard teaching assignments</td>
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<td>Mar 3</td>
<td>Blanchard teaching Coaching</td>
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<td>Teaching B: 8 &amp; 9 SMART form (10pts) Dyads )10 pts</td>
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<td>Mar 8</td>
<td>Team Working Session</td>
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<td>-Team working Session (10 pts)</td>
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<td>Mar 10</td>
<td>-Team evaluations&lt;br&gt;-Self evaluations&lt;br&gt;-Peer evaluations&lt;br&gt;Guest Speakers: Peer Evaluation</td>
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<td>- Team, self, and peer evaluations (35 pts) -Guest speakers</td>
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<td>Mar 15</td>
<td>-Coaching Triads &amp; Debrief</td>
<td>-Coaching Triads (10pts)</td>
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<td>Mar 17</td>
<td>-Coaching continued…</td>
<td>-Self-reflection (10 pts)</td>
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<td>-Peer feedback received and reflection</td>
<td>-1:1 coaching from the heart (10 pts)</td>
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<td>Mar 21-25</td>
<td>Spring Break</td>
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<td>Mar 29</td>
<td>Blanchard 12 Discussion</td>
<td>Blanchard 12 DUE: p. 290-291 exercise (up to 6 pts extra credit)</td>
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<td>-Kotter’s 8-step to change</td>
<td>Typed and bring to class</td>
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<td>-Kotter worksheet</td>
<td>- Kotter 8-steps for Change (10 pts)</td>
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<td>Mar 31</td>
<td>Servant Leadership</td>
<td>Chp 14 Blanchard</td>
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<td>-Servant Leadership Discussion Guide (10pts)</td>
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<td>Apr 5</td>
<td>-Transformational leadership: a retrospective</td>
<td>Blanchard 15 Crowley Chp 8</td>
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<td>Chp 8: Reading Check Class Discussion on Transformational Leadership</td>
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<td>Retrospective</td>
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<td>April 7</td>
<td>- Final working session in preparation for presentation</td>
<td>Team working session (10pts)</td>
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<td>Apr 12</td>
<td>-Presentations</td>
<td>Group 1 &amp; 3 (10 pts) Peer Evaluations for these groups (50 pts)</td>
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<td>Apr 14</td>
<td>-Presentations</td>
<td>Group 6 &amp; 7 (10 pts) Peer Evaluations for these groups (50 pts)</td>
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<td>Apr 19</td>
<td>-Presentations</td>
<td>Group 2 &amp; 4 (10 pts) Peer Evaluations for these groups (50 pts)</td>
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<td>Apr 21</td>
<td>-Presentations</td>
<td>Group 5 (10 pts) Peer Evaluations for this group (50 pts)</td>
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<td>-Team Triumphs &amp; Individual Recognition</td>
<td>-Team Triumphs (10 pts)</td>
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<td>- Individual Recognition (25 pts)</td>
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<td>Apr 26</td>
<td>Transformational Leadership</td>
<td>Guest Speakers</td>
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