



## COURSE OUTLINE

<b>Course Number</b> <b>BUS 225</b>	<b>Course Title</b> <b>Employee Motivation and Leadership</b>	<b>Credits</b> <b>3</b>
<b>Hours:</b> <b>lecture/Lab/Other</b> <b>3</b>		<b>Implementation Sem/year</b> <b>Fall 2018</b>

**Catalog description (as it appears in 2018 edition):**

Draws together cutting-edge theory and significant achievements in the study of work motivation and leadership, equipping students for success in the business world as team leaders and members. From a workshop format incorporating practical real-world applications and examples, students learn how to design teams to function optimally with a focus on skills for effective team participation.

**Required texts/other materials:**

Thompson, L. (2018). *Making the Team: A Guide for Managers*, 6<sup>th</sup> Edition. New York: Pearson.  
ISBN: 13: 978-0-13-448420-4

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**Other Resources:**

Nahavandi, A. (2015). *The art and science of leadership*. 7<sup>th</sup> Edition. New York: Pearson  
Scholtes, P., Joiner, B., & Streibel, B. (2005). *The TEAM handbook*, 3<sup>rd</sup> Edition. Wisconsin: Oriel

## COURSE OBJECTIVES

The purpose of this course is to give students a working knowledge of the theories of motivation and leadership and how they can be applied to lead teams in the workplace. Students will build leadership skills and competencies and become aware of their development by taking personal assessments and by writing about their developmental journey in journal exercises.

# COURSE COMPLETION STANDARDS

The student will be able to:

- 1) Describe leadership as a process and assess and measure its effects. B.1
- 2) Differentiate between leading and managing. B.1
- 3) Identify and explain leadership values, traits and behaviors. B.2, B.3
- 4) Describe the relationship between leaders, followers, team performance, and how they contribute to productivity.
- 5) Explain at least two theories of leadership and of motivation. B.1, B.3
- 6) Discuss the various types of teams that are used in the workplace. F.1, F. 3.
- 7) Understand and explain the process of team development. F.2
- 8) Discuss the sources of power and the challenges of leadership. B.5
- 9) Master the tools that teams use to make decisions by applying them to solve problems. B.5; D.1

## Week 1: Building the Team

### Learning Objectives

The student will be able to:

- 1) Define the concept of “teams” and their role in helping organizations to accomplish its work. (CC#1)
- 2) Describe some of the common teams used in today’s organizations (CC#1)
- 3) Understand the varying degrees of autonomy and control in teams (CC#1 and 5)
- 4) Discuss three team building skills: accurate diagnosis of team problems, evidence-based management and expert learning (CC#1 and #5)
- 5) Identify the phases of team development (CC #1)
- 6) Describe the work of W. Edwards Deming and the 14 points organizations need to prosper (CC#4)

## Week 2: Designing the Team

### Learning Objectives

The student will be able to:

- 1) Understand the value of selecting members and of diversity in teams. (CC#1)
- 2) Discuss the need to define a team’s purpose (CC#2)
- 3) Identify the skills, talents and abilities used to select members (CC #1 and #2)
- 4) Assess their own leadership skills and talents (CC#3)
- 5) Describe the roles and responsibilities of team members (CC#1)
- 6) Explain the purpose of a team charter (CC#1)
- 7) Describe the importance of team values and norms (CC#2)
- 8) Explain the importance of shared goals (CC#2)
- 9) Talk about the value of team coaching (CC#2)
- 10) Assess their awareness of individual leadership skills (CC# 1 and 4)

## Week 3: Leading the Team

### Learning Objectives

The student will be able to:

- 1) Describe the difference between leaders and managers (CC #1 and #2)
- 2) Understand the pivotal role of “followership.” (CC#1 and #2)
- 3) Discuss different leadership styles (CC #1 and #5)
- 4) Discuss the benefits and drawbacks of each leadership style (CC #1 and #5)
- 5) Explain the Leader-Member Exchange Theory (LMX) (CC #1 and #5)
- 6) Identify the different sources of leadership power (CC #1 and #2)
- 7) Describe the four stages of team development: forming, storming, norming and performing (CC #2)

- 8) Assess their own leadership style preference(s) (CC #4)
- 9) Write about their leadership preference(s) and how it can be used to guide the team through four stages of development (CC #1, #5, #9).

#### **Week 4: Team Cohesion and Trust**

##### **Learning Objectives**

The student will be able to:

- 1) Discuss the concepts of *group entitativity* and *group identity* (CC#1)
- 2) Describe the team-member exchange theory and how it affects performance (CC#1 and #5)
- 3) Explain the team values of cohesion, respect and trust (CC#1)
- 4) Understand the concept of emotional intelligence and how it affects team performance (CC#1 and #9)
- 5) Gain an understanding of personal core values and emotional intelligence (CC#4)
- 6) Appreciate the process of group socialization (CC#1 and CC#2)
- 7) Share members' experiences regarding turnover and how it affects team performance (CC#2)
- 8) Assess their own emotional intelligence and core values; (CC #1 and #4)
- 9) Reflect and write about individual EI assessments for self-awareness, self-regulation, motivation, empathy and social skills and suggestions for how to improve it. (CC #1, 5, and 9)

#### **Week 5: Performance and Productivity**

##### **Learning Objectives**

The student will be able to:

- 1) Describe "departmentation" or how to design groups and organize work (CC#1)
- 2) Define "centralization" or how the team will structure decision-making (CC #1 and #3)
- 3) Understand the difference between constructive and destructive conflict in teams; (CC#1)
- 4) Explain the various roles for team members;(CC#1)
- 5) Detail the factors that motivate teams (rewards and recognition) and behavior that is counterproductive (social loafing, free riding);(CC #1 and #6)
- 6) List factors used to measure team performance (productivity, cohesion, learning, integration) (CC#1 and #6);
- 7) Set up an agenda and discuss how it can be used to manage a team meeting (CC#1 and # 2)
- 8) Understand what elements should be included when reporting meeting minutes; (CC #1 and #2)
- 9) Learn about the various discussion tools (brainstorming, affinity diagram, prioritization matrix, Nominal group technique) and how teams use them to problem solve (CC #1 and #5)
- 10) Recommend what discussion tools are the most effective for teams in oral presentation (CC #1 and #11)

#### **Week 6: Communicating, Collaborating and Planning**

##### **Learning Objectives**

The student will be able to:

- 1) Explain how clear communications contribute to team planning. (CC#1)
- 2) Describe the team planning process.(CC #1)
- 3) Explain the significance of using mental models to plan. (CC#1 and #11)
- 4) Discuss some of the mental models that teams use (CC #1 and #11).
- 5) Compare the advantages/drawbacks of using Gantt Charts, Process Maps, Tree Diagrams, and Planning Grids. (CC#1 and #10)
- 6) Define the concept of "collaboration" and how it affects team performance; (CC#1)
- 7) Apply the various planning models to a sample business problem that will ask each team to plan the steps that they will follow and to assign responsibilities for related tasks.(CC#1 and #11)
- 8) Recommend what planning tools (mental models) are the most useful for teams in oral presentation.(CC #1 and #11)

#### **Week 7: Team Decision Making: Pitfalls and Solutions**

##### **Learning Objectives**

The student will be able to:

- 1) Discuss the decision-making process (gathering data, interpreting data, identifying alternatives, choosing among alternatives, implementing plan, evaluation) (CC#3 and #5)
- 2) Describe five major group decision-making faults (CC#3)
- 3) Identify various decision-making biases; (CC#3)
- 4) Contrast the strengths of group vs individual decision making;(CC#3)
- 5) Understand the danger of “group think” and how to overcome it;(CC#3 and #9)
- 6) Critically discuss historical examples of group think (Cuban Missile Crisis);(CC#7 and #10)
- 7) Describe the overall effect of team commitment to a losing course of action; (CC#3 and #11)
- 8) Suggest how teams can avoid the Abolition Paradox (making decision out of a desire to avoid conflict);(CC#3 and #11)
- 9) Discuss how group polarization can lead to faulty judgments; (CC #11)
- 10) Critically apply the concepts of accountability, group think, and abuse of position and power and how they contribute to unethical decisions by discussing a contemporary business example (Enron Accounting Scandal).(CC#7 and #11)

## **Week 8: Managing Team Conflict**

### **Learning Objectives**

The student will be able to:

- 1) Discuss three distinct types of conflict (relationship, task and process);(CC#3)
- 2) Explain that not all conflict negatively impacts team performance; (CC #3 and #11)
- 3) Understand the role of trust in tempering negative conflict;(CC#3)
- 4) Understand Wageman and Donnenfelds’ conflict intervention model (CC#3 and #11)
- 5) Analyze four guiding principles for addressing conflict and enhancing team performance (CC #3)
- 6) Assess their own views about conflict;(CC#11)
- 7) Critically apply the three best practices to resolve conflict (CC #11).

## **Week 9: Analyzing and Improving Organizational Processes**

### **Learning Objectives**

The student will be able to:

- 1) View the organization as a system with a sequence of steps that transforms input from suppliers to output (of a product) to customers (CC#11)
- 2) Analyze organizational processes that are used to produce a product;(CC #3)
- 3) Understand that process improvement has a positive impact on organizational performance and on customer satisfaction (CC#11)
- 4) Use tools like Pareto charts and frequency plots and FMEA (failure modes and effects analysis) and the DMAIC (Define, Measure, Analyze, Improve, Control) tools to study a process and to identify problems in systems (CC#3 and #4)
- 5) Understand the value of using the scientific method to analyze and to improve a process; (CC#10)
- 6) Apply a management tool to solve a process problem example in a case study.(CC#11)

## **Week 10: Creativity and Innovation in Teams**

### **Learning Objectives**

The student will be able to:

- 7) Define the concept of “creativity” and what teams need to produce it (CC#3)
- 8) Understand the outcome of “innovation” is in new products and services (CC#5)
- 9) Differentiate between the two skills of “convergent” and “divergent” thinking (CC #3)
- 10) Discuss how team creativity is evaluated (fluency, flexibility, originality);(CC #11)
- 11) Explain the problems that stifle creativity in teams;(CC #11)
- 12) Analyze and the methods that can be used to motivate creativity (idea mapping, six thinking styles, twenty questions, brainwriting).(CC #4 and #10)
- 13) Assess their own creativity skills.(CC #10)

## **Week 11: Motivating, Recognizing and Rewarding Teams**

## **Learning Objectives**

The student will be able to:

- 1) Understand the value of recognition and rewards for teams (CC #4)
- 2) Describe some of the classical managerial theories of motivation;(CC #10)
- 3) Differentiate between financial and non-financial rewards;(CC #4)
- 4) Discuss how team performance is measured through annual performance reviews (CC #4)
- 5) Explain the difference between intrinsic and extrinsic motivation;(CC #4)
- 6) Assess their own motivational style.(CC#10)

## **Week 12: Team Networking**

### **Learning Objectives**

The student will be able to:

- 1) Identify some of the external roles that team members take on within organizations; (CC#4)
- 2) Discuss how teams share knowledge;(CC #11)
- 3) Describe the value of human capital and social capital in teams;(CC#11)
- 4) Explain the value of “boundary spanning;”(CC#4)
- 5) Realize the relationship between empowerment and team performance;(CC#11)
- 6) Understand the value of team members socializing outside of the group; (CC#11)
- 7) List the reasons why it is important for leaders to manage the relationship between the team and its external environment.(CC#5 and #11)

## **Week 13: Virtual Teams**

### **Learning Objectives**

The student will be able to:

- 1) Explain the place-time model of social interaction;(CC #5)
- 2) Discuss some of the key things to expect when interacting with a team via information technology (CC#4);
- 3) Describe three factors that distinguish virtual, hybrid and traditional teams (CC#3)
- 4) List some of the advantages and challenges of virtual/hybrid teams(CC#3)
- 5) Understand some of the interventions that leaders can do during each stage of the development process to enhance the performance of virtual teams (CC#11)
- 6) Describe some coaching strategies that can be used to help virtual teams.(CC #11)
- 7) Assess their own coaching skills.(CC#10)

## **Week 14: Multicultural/Global Teams**

### **Learning Objectives**

The student will be able to:

- 1) Describe the many challenges of cross-cultural/global teams;(CC#8)
- 2) Discuss the role of culture and how it affects team behaviors;(CC#6 and #8)
- 3) Apply Hofstede and the Iceberg Model to explain culture;(CC#5 and #7)
- 4) Explain the concepts of “individualism” and “collectivism” and how they affect global teams (CC#8)
- 5) Identify two types of relational focus (independent vs interdependent) affect behavior in multicultural teams (CC#3 and #8)
- 6) Explore the role of cultural intelligence on team learning (CC#5)
- 7) List four key challenges that multicultural/global teams encounter (CC #8 and CC#11);
- 8) Assess how adaptation and change can influence the performance of multicultural teams (CC#11);

## Evaluation of student learning:

### Grading Criteria:

Weekly Quizzes	20%
(2) Exams*	40%
Attendance and team participation	10%
Homework—Weekly Journals	15%
Final Presentations	<u>15%</u>
Total	100%

\*All test questions will relate to the chapter learning objectives indicated in the course outline. All of the chapter objectives will be accomplished with at least a 60% accuracy level. Objectives will be measured utilizing at least one (1) of the following methods:

- a) Essay questions
- b) Objective – true, false, matching, or multiple choice type questions
- c) A combination of Essay and Objective type questions

### Grading Scale:

Letter Grade	Nominal %
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
F	0-59

## Academic Integrity Statement: MCCC ACADEMIC INTEGRITY POLICY

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The College recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

### **A. Uses or obtains unauthorized assistance in any academic work.**

- Copying from another student's exam
- Using notes, books, electronic devices or other aids of any kind during an exam when prohibited
- Stealing an exam or possessing a stolen copy of an exam

### **B. Gives fraudulent assistance to another student.**

- Completing a graded academic activity or taking an exam for someone else
- Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity

- Sharing answers during an exam by using a system of signals
- C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
- Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source
  - Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
  - Presenting another individual's work as one's own
  - Submitting the same paper or academic assignment to another class without the permission of the instructor
    - Falsifying bibliographic entries
    - Submitting any academic assignment which contains falsified or fabricated data or results
- D. Inappropriately or unethically uses technological means to gain academic advantage**
- Inappropriately or unethically acquiring material via the Internet or by any other means
  - Using any electronic or hidden devices for communication during an exam

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

### **Consequences for Violations of Academic Integrity**

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.