

**ITT Technical Institute**

**MG4650T**

**Team Leadership**

**Onsite Course**

# **SYLLABUS**

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**Credit hours:** 4.5

**Contact/Instructional hours:** 54 (54 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

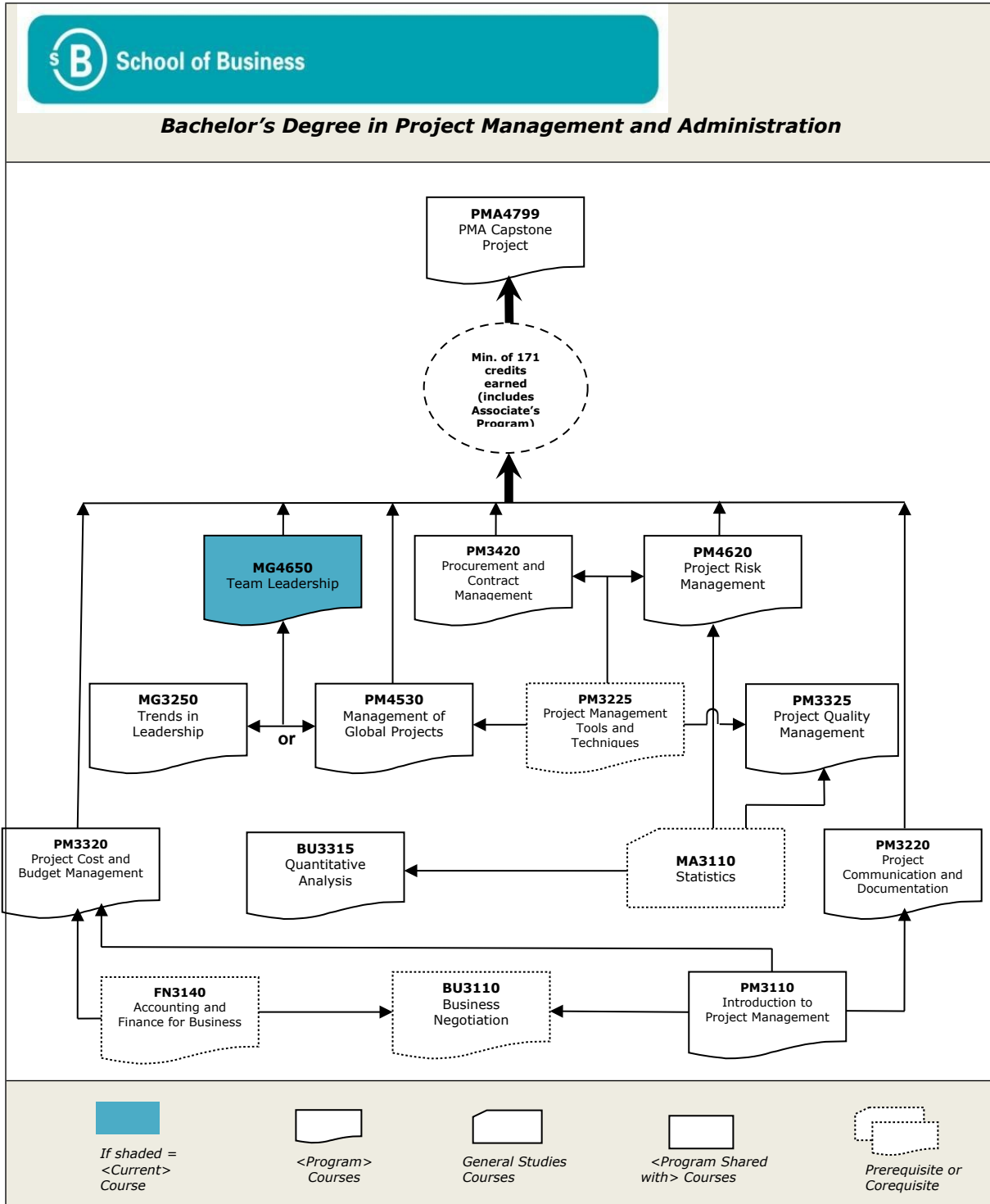
Prerequisite: MG3250T Trends in Leadership or equivalent or PM4530T Management of Global Projects or equivalent

**Course Description:**

In this course, through case studies, scenarios and simulations, students will study leadership perspectives as applicable to the role of team manager. Topics include methods to motivate team performance, managing a project team and evaluating team success.

# Where Does This Course Belong?

The following diagram demonstrates how this course fits in the standard program:



**NOTE:** Refer to the catalog for the state-specific course and program information, if applicable.

This is a core course in the Project Management and Administration Bachelor degree program for all options.

### **Program Information**

#### **Program Scope and Core Content Areas**

This program exposes students to fundamental knowledge and skills utilized in entry-level project management and administration positions. Students will be exposed to a variety of skills relating to planning, organizing, implementing, leading and controlling the work of a project to meet the goals and objectives of the organization. The program explores various areas of the Project Management Body of Knowledge (PMBOK®).

#### **Project Management and Administration Option**

This program option offers students a business view of project management and administration through the study of quantitative analysis and leadership in an organization.

#### **Information Technology Option**

This program option helps students understand how to apply principles of information technology, computer systems management and business operations to the planning, management and evaluation of information technology in organizations.

#### **Construction Option**

This program option exposes students to a variety of techniques utilized to manage, coordinate and supervise the construction process from concept development through project completion on timely and economic basis.

## Course Summary

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### Major Instructional Areas

1. Leadership perspectives
2. Managing diversity
3. Effective decision making in teams
4. Conflict resolution
5. Team facilitation & performance
6. Team dynamics in project management
7. Virtual meetings
8. Team development

### Course Objectives

1. Apply leadership principles to the role of project manager.
  2. Compare and combine traditional and virtual teams to produce desirable outcomes.
  3. Recommend the appropriate team structure to meet the organizational objectives.
  4. Select applicable criteria for decision making.
  5. Assess suitable methods to stimulate team performance.
  6. Evaluate success of various team outcomes.
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## Learning Materials and References

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### Required Resources

Complete Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Parker, G. (2008). <i>Team players and teamwork: New strategies for developing successful collaboration</i> (2 <sup>nd</sup> ed.). Hoboken, NJ: John Wiley and Sons, Inc.	■		
Anderson, D., and Anderson, L. (2010). <i>Beyond change management: How to achieve breakthrough results through conscious change leadership</i> (2 <sup>nd</sup> ed.). Hoboken, NJ: John Wiley and Sons, Inc.	■		
Project Management Institute (2008.) <i>A guide to the project management body of knowledge (PMBOK guide)</i> (4 <sup>th</sup> ed.). Project Management Institute, Inc., Newtown Square, PA.		■	

### Recommended Resources

- **ITT Tech Virtual Library**

- **Books (Search ITT Tech Virtual Library> Books> 24x7):**

- Cooke, H. & Tate, K. (2005). *The mcGraw-hill 36-hour course: Project management*, (Chapter 3, The project manager leader.)
    - Crainer, S. (1999). *The 75 greatest management decisions ever made...and 21 of the worst*, (Chapter 5, Leading by example).

- **Books (Search ITT Tech Virtual Library> Books> Ebrary):**

- Muller, R. and Turner, R. (2010). *Advances in project management: Project-Oriented leadership*, (Chapter 4, Personality of a leader and Chapter 5, Reality of project leadership).

### Periodicals

- **Search ITT Tech Virtual Library> Periodicals> Academic Search Elite:**

- Jefferson, A. L. (2010). Performance appraisal applied to leadership. *Educational Studies* (03055698), 36(1), 111-114.

- **Search ITT Tech Virtual Library> Periodicals> ACM Digital Library:**

- Kankahalli, A., Tan, B.Y, & Twok-Kee, W. (2006). Conflict and performance in global virtual teams. *Journal Of Management Information Systems*, 23(3), 237-274.

- **Search ITT Tech Virtual Library> Periodicals> EbscoHost Business Source Premier:**

- Anderson, B. (2010). *Project Leadership and the art of managing relationships* T+D, 64(3), 58-63.
- Berg, M. & Karlsen, J. (2007). Mental models in project management coaching. *Engineering Management Journal*, 19(3), 3-13.
- Bourgault, M., Drouin, N., & Hamel, É. (2008). Decision making within distributed project teams: An exploration of formalization and autonomy as determinants of success. *Project Management Journal*, 39S97-S110. doi:10.1002/pmj.20063
- Brenner, D. (2007). Achieving a successful project by motivating the project team. *Cost Engineering*, 49(5), 16-20.
- Hensel, R., Meijers, F., van der Leeden, R., & Kessels, J. (2010). 360 degree feedback: how many raters are needed for reliable ratings on the capacity to develop competences, with personal qualities as developmental goals?. *International Journal Of Human Resource Management*, 21(15), 2813-2830.
- Ramhun, N., & de Feis, G. L. (2009). Strategic decision-making: Models and methods in the face of complexity and time pressure. *Journal Of General Management*, 35(2), 43-59.
- Zenger, J. H., Folkman, J. R., & Edinger, S. K. (2011). Making yourself indispensable. *Harvard Business Review*, 89 (10), 84-92.
  
- **Search ITT Tech Virtual Library> Periodicals> EbscoHost MasterFILE Premier:**
  - Passion, V. (2010). Learning lessons as a team. *T+D*, 64(8), 58.
  - Schwieterman, B. (2009). Leaders as coaches. *Leadership Excellence*, 26(4), 4
  
- **Search ITT Tech Virtual Library> Periodicals> Gale Computer Database:**
  - Summer, M., Bock, D. & Giamarino, G. (2006). Exploring the linkage between the characteristics of IT project leaders and project success. *Information Systems Management*, 23(4), 43-49.
  
- **Search ITT Tech Virtual Library> Periodicals> ProQuest Health Management:**
  - Brown, C. J. (2007). Sustaining the competitive edge of project management. *S.A.M. Advanced Management Journal*, 72(1), 22-32,43,2.
  - Maccoby, M., & Scudder, T. (2011). Leading in the heat of conflict. *T + D*, 65(12), 46-51,8.
  - Robertson, C., & Fadil, P. A. (1999). Ethical decision making in multinational organizations: A culture-based model. *Journal of Business Ethics*, 19(4), 385-392.
  - Schwarber, P. D. (2005). Leaders and the decision-making process. *Management Decision*, 43(7), 1086-1092.

- **Professional Association:**
  - Project Management Institute  
<http://www.pmi.org/>

**NOTE:** All links are subject to change without prior notice.

### **Information Search**

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

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- Leadership
- Diversity Management
- Conflict Resolution
- Team Dynamics
- Virtual Teams
- Project Teams
- Team Development

## Suggested Learning Approach

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In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"><li>▪ Do take a proactive learning approach</li><li>▪ Do share your thoughts on critical issues and potential problem solutions</li><li>▪ Do plan your course work in advance</li><li>▪ Do explore a variety of learning resources in addition to the textbook</li><li>▪ Do offer relevant examples from your experience</li><li>▪ Do make an effort to understand different points of view</li><li>▪ Do connect concepts explored in this course to real-life professional situations and your own experiences</li></ul>	<ul style="list-style-type: none"><li>▪ Don't assume there is only one correct answer to a question</li><li>▪ Don't be afraid to share your perspective on the issues analyzed in the course</li><li>▪ Don't be negative about the points of view that are different from yours</li><li>▪ Don't underestimate the impact of collaboration on your learning</li><li>▪ Don't limit your course experience to reading the textbook</li><li>▪ Don't postpone your work on the course deliverables – work on small assignment components every day</li></ul>



## Course Outline

### **Unit 1: GROUPS, TEAMS, AND HIGH PERFORMANCE TEAMS**

Upon completion of this unit, the students are expected to:

- Compare and contrast groups, teams, and high performing teams.
- Evaluate changes in team process from historical to current trends.
- Assess team participation and membership characteristics.
- Evaluate the impact of diversity on team performance and effectiveness.
- Formulate a team analysis based on a business scenario for knowledge, skill, and attitude to lead to productive teamwork.

**Out-of-class work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Parker, Chapter 1	Case Study	Unit 1 Case Study 1: Team Analysis KSA	3%
	Assignment	Unit 1 Assignment 1: Team Trends and Processes	3%
	Exercise	Unit 1 Exercise 1: Article Review: Project Management Teams	3%

### **Unit 2: EFFECTIVE OR INEFFECTIVE TEAMS**

Upon completion of this unit, the students are expected to:

- Evaluate characteristics of effective teams for application to team development.
- Assess members of the team using the Parker Team Development Survey.
- Facilitate effective meeting strategies for virtual and traditional teams.
- Present the findings of a survey in meeting report format.
- Role-play common warning signs of team leading to adverse productivity.
- Create leadership techniques to overcome warning signs in teams.
- Evaluate various styles of team players and design leadership approaches to effectively oversee each style.
- Formulate a leadership plan to handle ineffective team members.
- Summarize and present research finding on ineffective performance of team members.

**Out-of-class work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Parker, Chapters 2-4	Exercise	Unit 2 Exercise 1: Parker Team Development Model and Presentation	3%
	Assignment	Unit 2 Assignment 1: Managing Ineffective Team Members	3%
		Unit 2 Assignment 2: Overcoming Ineffective Members and Finding the Right Leadership Match	3%

**Unit 3: TRANSITIONS TEAM MEMBERS TO LEADERS**

Upon completion of this unit, the students are expected to:

- Compare and contrast the roles of team member and team leader.
- Create a teambuilding activity to increase team performance.
- Evaluate various assessment approaches.
- Use the Tuckman Model for Group Development to role-play scenarios from the various stages of development process.
- Recommend leadership approaches during the stages of group development.

**Out-of-class  
work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
▪ Parker, Chapters 5-6	Exercise	Unit 3 Exercise 1: Team Development in Traditional and Virtual Teams	3%
		Unit 3 Exercise 2: The Leader: Building, Assessment, and Development	3%
	Case Study	Unit 3 Case Study 1: Leadership Roles During Team Development	3%

**Unit 4: TEAM SKILL, STRUCTURE, AND CULTURE**

Upon completion of this unit, the students are expected to:

- Prepare a Team Analysis Profile.
- Create team structures to match tasks and requirements.
- Define systems for team effectiveness in communication, performance, and recognition.
- Research communication documentation and planning for multicultural teams.
- Outline a communication plan for a global virtual team.

**Out-of-class  
work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
▪ Parker, Chapters 7-9	Exercise	Unit 4 Exercise 1: Communication for Diverse Cultures	3%

**Unit 5: FRAMING LEADERSHIP AND PROJECT MANAGEMENT**

Upon completion of this unit, the students are expected to:

- Categorize the leadership roles of the project manager.
- Debate leadership examples from business cases.
- Recommend personality traits for effective project leadership.
- Characterize the communication and decision-making of stakeholders on project leadership.
- Facilitate topic-oriented training and development on leadership.

**Out-of-class work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
From ITT Tech Virtual Library> Books> Books24x7: ▪ Cooke, <i>The mcGraw-hill 36-hour course: Project management</i> ○ Chapter 3 ▪ Crainer, <i>The 75 greatest management decisions ever made...and 21 of the worst</i> ○ Chapter 5  From ITT Tech Virtual Library> Books> Ebrary: ▪ Turner, <i>Advances in project management: Project-oriented Leadership</i> ○ Chapters 4-5	Exercise	Unit 5 Exercise 1: Presentation: Leadership Training and Development	3%
	Case Study	Unit 5 Case Study 1: HR Case Study at Vases of Beauty	3%
	Assignment	Unit 5 Assignment 1: Personality Leadership Assessment	3%
	Project	Unit 5 Project Part 1: Team Charter	3%

**Unit 6: PROJECT MANAGEMENT CHANGE BY DESIGN**

Upon completion of this unit, the students are expected to:

- Discuss the correlations and differences between change management and project management.
- Assess common mistakes in change leadership and apply to project management.
- Create a project plan implementing the Drivers of Change Model.
- Construct a change type model for the team project.
- Distinguish leadership skills for the three types of change.
- Evaluate the level of success on a project.
- Apply the PMI standards for project plans.

**Out-of-class work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Anderson & Anderson, Chapters 1-3	Assignment	Unit 6 Assignment 1: Is Project Management Change Management?	3%
	Project	Unit 6 Project Part 2: Project Plan	3%

**Unit 7: DECISION MAKING AND STRUCTURE FOR PERFORMANCE**

Upon completion of this unit, the students are expected to:

- Classify various decision-making models.
- Recognize cultural impacts on decision-making and organizational structure.
- Define team structure for performance and effective decision-making.
- Propose leadership principles to overcome business challenges in communication and decision-making.
- Apply process thinking and process models to project leadership scenarios.
- Prepare risk assessment of the various decision-making models using the PMI standards.
- Debate various decision-making models, structures, and performance plans.
- Facilitate a project meeting to formulate consensus on topic.

**Out-of-class work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>▪ Anderson &amp; Anderson, Chapter 9-10</li> </ul> <p>From ITT Tech Virtual Library&gt; Periodicals&gt; EbscoHost Business Source Premier:</p> <ul style="list-style-type: none"> <li>▪ <i>Decision making within distributed project teams: An exploration of formalization and autonomy as determinants of success.</i></li> <li>▪ <i>Strategic decision-making: Models and methods in the face of complexity and time pressure</i></li> </ul> <p>From ITT Tech Virtual Library&gt; Periodicals&gt; ProQuest Health Management:</p> <ul style="list-style-type: none"> <li>▪ <i>Ethical decision making In multinational organizations: A culture-based model</i></li> <li>▪ <i>Leaders and The decision-making process</i></li> </ul>	Case Study	Unit 7 Case Study 1: Tootsie’s Blinds and Shades	3%
	Assignment	Unit 7 Assignment 1: Team Decision Models	3%
	Project	Unit 7 Project Part 3: Project Structure, Decision-Making, and Process Models	3%

**Unit 8: RESISTANCE, CONFLICT, OR CONFUSION**

Upon completion of this unit, the students are expected to:

- Explain the human impact of change.
- Devise a leadership plan to overcome barriers to change.
- Propose conflict resolution strategies for team performance.
- Apply the Project Human Resource Management Conflict Management Strategy.
- Analyze the potential project implications of the six general techniques for resolving conflict.
- Evaluate the impact of conflict in global virtual teams.
- Evaluate scenarios and recognize the team issue.

**Out-of-class work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>▪ Anderson &amp; Anderson, Chapter 6</li> </ul> <p>From ITT Tech Virtual Library&gt; Periodicals&gt; EbscoHost Business Source Premier:</p> <ul style="list-style-type: none"> <li>▪ <i>Project leadership and the art of managing relationships</i></li> <li>▪ <i>Conflict and performance in global virtual teams</i></li> <li>▪ <i>Leading in the heat of conflict</i></li> </ul>	Assignment	Unit 8 Assignment 1: Leadership Development Plan	3%
		Unit 8 Assignment 2: Virtual Team, New Conflicts	3%
	Case Study	Unit 8 Case Study 1: Human Resource Plan and Conflict	3%
	Project	Unit 8 Project Part 4: Human Resource Management and Conflict Strategy	3%

**Unit 9: DEVELOPMENT AND PERFORMANCE**

Upon completion of this unit, the students are expected to:

- Create an evaluation process for team members.
- Prepare team development plans.
- Demonstrate an appraisal and development session with team members.
- Analyze performance measures for team outcome and individual performance.
- Examine the use of 360-degree feedback process.
- Evaluate the coaching process as a leader of a team.

**Out-of-class work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
From ITT Tech Virtual Library> Periodicals> EbscoHost Business Source Premier: <ul style="list-style-type: none"> <li>▪ <i>Mental Models in Project Management Coaching</i></li> <li>▪ <i>Achieving a Successful Project by Motivating the Project Team</i></li> <li>▪ <i>360 Degree Feedback: How Many Raters Are Needed for Reliable Ratings on the Capacity to Develop competences, with Personal Qualities as Developmental Goals?</i></li> </ul> From ITT Tech Virtual Library> Periodicals> EbscoHost MasterFILE Premier: <ul style="list-style-type: none"> <li>▪ <i>Learning Lessons as a Team</i></li> <li>▪ <i>Leaders as Coaches</i></li> </ul>	Assignment	Unit 9 Assignment 1: Leadership Coaching Role	3%
	Exercise	Unit 9 Exercise 1: Evaluation, Performance Feedback, and Development Plans	3%
		Unit 9 Exercise 2: Team Leadership Manual (PORTFOLIO)	3%
	Project	Unit 9 Project Part 5: Performance Feedback, Appraisal, and Assessment	3%

**Unit 10: LEADERSHIP**

Upon completion of this unit, the students are expected to:

- Assess interpersonal leadership skills.
- Rate leadership approaches.
- Distinguish the difference between a project manager and project leader.
- Facilitate a lesson-learned meeting and assessment.
- Appraise project successes and failure.

**Out-of-class work:**  
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>▪ PMBOK Guide, Appendix G</li> </ul> <p>From ITT Tech Virtual Library&gt; Periodicals&gt; Academic Search Elite:</p> <ul style="list-style-type: none"> <li>▪ <i>Performance appraisal applied to leadership</i></li> </ul> <p>From ITT Tech Virtual Library&gt; Periodicals&gt; Gale Computer Database:</p> <ul style="list-style-type: none"> <li>▪ <i>Exploring the linkage between the characteristics of IT project leaders and project success</i></li> </ul> <p>From ITT Tech Virtual Library&gt; Periodicals&gt; EbscoHost Business Source Premier:</p> <ul style="list-style-type: none"> <li>▪ <i>Making yourself Indispensable</i></li> </ul>	Assignment	Unit 10 Assignment 1: Leadership Manual Presentations	3%
	Project	Unit 10 Project Part 6: Project Book	3%



<b>Unit 11: REVIEW, PROJECT PRESENTATION, AND FINAL EXAM</b>			
			<b>Out-of-class work:</b> 9 hours
<b>READING ASSIGNMENT</b>	<b>GRADED ACTIVITIES / DELIVERABLES</b>		
	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation (% of all graded work)</b>
Review All Chapters	Exam	Final Exam	10%
	Project	Unit 11 Project Part 7: Project Book Presentation	3%

**Note:** Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

## Evaluation and Grading

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### Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignment	30%
Exercise	24%
Case Study	15%
Project	21%
Exam	10%
<b>TOTAL</b>	<b>100%</b>

### Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

## Academic Integrity

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All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

*(End of Syllabus)*