TEAM LEADERSHIP
MGT 2030

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Spring 03

NOTE: This course is not designed for transfer credit.

Catalog Course Description:
A study of team leadership techniques needed for successful management. Topics include application of modern team management principles to leading, motivating, delegating, and disciplining.

Entry Level Standards:
The student should have a knowledge of basic management theory, be able to read and write at the college level, and reason logically.

Prerequisite:
MGT 2000 or HSP 1200

Textbook(s) and Other Reference Materials Basic to the Course:

Textbooks:
The Gregg Reference Manual, 9th ed., Sabin, William A., Glencoe/McGraw-Hill, Columbus, Ohio, 1999. (This text will be used in all management courses.)
The student will be required to read the following book as a supplement to the course. The book is available in the Pellissippi State library and other area libraries.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1-3</td>
<td>The Supervisor’s Special Role (p. 17-26, 28); You and Your Future</td>
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<tr>
<td>4</td>
<td>Supervising Groups</td>
</tr>
<tr>
<td>5</td>
<td>Communications</td>
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II. Course Objectives*:

A. Demonstrate an understanding of the fundamental role and scope of team leadership and supervision. I, II, VIII

B. Demonstrate an understanding of the manager's responsibility for planning and goal setting. I, II, VI, VIII

C. Demonstrate an understanding of maintaining effective relationships through communication skills. I, III, IV, V, VIII

D. Demonstrate an understanding of the leadership and motivation functions of team leaders and supervisors. I, III, IV, VIII

E. Demonstrate a thorough understanding of the team leadership and supervisory skills of coaching, evaluating, and delegating. I, III, IV, VIII

F. Demonstrate an understanding of the change agent function of team leadership and supervision. I, III, IV, VIII

*Roman numerals after course objectives reference goals of the Management program.

III. Instructional Processes*:

Students will:

1. Practice elements of the work ethic such as professionalism, preparedness, dependability, contribution, punctuality, honesty, cooperation, effectiveness, good manners, etc. Personal Development Outcome, Cultural Diversity & Social Development Outcome; Transitional Strategy

2. As a team member, work with the team to solve problems presented in case studies, make oral presentations, using visuals, of findings to classmates, and conduct discussions of those finding conduct; conduct experiential exercises; prepare written reports; etc. Communication Outcome, Personal Development Outcome, Problem Solving & Decision Making Outcome, Cultural Diversity & Social Adaptation Outcome, Technological Literacy Outcome, Active Learning Strategy
3. Utilize e-mail communication to receive assignments, communicate with team mates, and file required reports with instructor. Communication Outcome, Personal Development Outcome, Technological Literacy Outcome, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Differentiate between supervisors in traditional and participative organizations. A
2. Explain the Team Leader or Supervisor's role. A-G
3. Discuss the essential team leadership or supervisory skills. A-G
4. Compare and contrast team leadership and supervision. B
5. Explain how employee involvement teams work and what makes them successful. D,E
6. Explain the stages of group and team development. D,E
7. List the characteristics of effective groups and teams. D,E
8. Differentiate between groups and teams. D,E
9. Apply essential oral and written communication skills. C
10. Evaluate the qualities of an interpersonally effective supervisor. C
11. Describe how to be an effective meeting participant. C
12. Describe how to conduct an effective meeting. C
13. Explain the causes of conflict. F
15. Know what steps to take in preventing or dealing with violence in the workplace. A, C
16. Describe strategies for managing conflict. F
17. Know the principles of mutual gain (win-win) negotiating. F
18. Discuss the team leader's or supervisor's role as a counselor. E
19. Apply the proper counseling approach for given situations. E
20. Evaluate methods for correcting undesirable behaviors. E
21. Evaluate the team leader's or supervisor's role as change agent. F
22. Discuss the team leader's or supervisor's role as a coach. B
23. Summarize the skills needed to be a successful team leader or supervisor. A
24. Discuss the team leader's or supervisor's role as a leader. D
25. Utilize various leadership styles and approaches. D
26. Recognize and effectively manage the barriers to delegation. C, E
27. Follow the steps in the delegation process. E
28. Apply effective delegation techniques. E
29. Identify the advantages of planning for the manager/leader. B
30. Describe the supervisor's role in the planning process. B
31. Involve employees in setting objectives/goals. B
32. Know when and how to develop contingency plans. B
33. Formulate and organize basic plans for getting the work done. B
34. Discuss in detail time management techniques. B
35. Understand how to analyze a problem. A, B, F
36. Classify problems as urgent or not urgent, routine or exceptional, technical or human, and by their impact on the organization. A, B
37. Understand the steps involved in managing a crisis. A, B
38. Know when and when not to utilize group decision making. A, B, D
39. Describe principles for successfully using continuous quality improvement. D, E
40. Understand total quality concepts. D, F
41. Understand the difference between training and development. E
42. Be able to describe the climate and skills needed to develop employees by coaching them. E
43. Apply effective performance appraisal techniques. E
44. List the purposes of the performance appraisal from the perspective of the supervisor and the individual. C, E
45. Recognize the relationship between performance and reward systems. E
46. Know the importance of fair and consistently applied appraisal systems. E
47. Identify the major categories of legally protected employees and general guidelines for supervising diversity. A, C, D, E
48. Discuss considerations involved when supervising older workers, employees of different religious views, and veterans. A, C, D, E
49. Explain progressive discipline. B

*Letters after performance expectations reference the course objectives listed above.*
V. Evaluation:

A. Testing Procedures:

Students are evaluated primarily on the basis of tests. A minimum of three major tests is recommended.

B. Laboratory Expectations:

N/A

C. Field Work:

Each student will be responsible for two executive summaries of major articles concerning the supervisory subject areas contained in the course. Further details about the exact format and contribution to the course grade will be provided by the instructor.

D. Other Evaluation Methods:

Class participation, group work and casework will also comprise the final grade for the course. Each instructor must provide full details the first week of class via a syllabus supplement.

E. Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92 - 100</td>
<td>A</td>
</tr>
<tr>
<td>89 - 91</td>
<td>B+</td>
</tr>
<tr>
<td>82 - 88</td>
<td>B</td>
</tr>
<tr>
<td>79 - 81</td>
<td>C+</td>
</tr>
<tr>
<td>72 - 78</td>
<td>C</td>
</tr>
<tr>
<td>65 - 71</td>
<td>D</td>
</tr>
<tr>
<td>Below 65</td>
<td>F</td>
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VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. *(Pellissippi State Catalog)*

Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.