




**Virtual Campus**  
**School of Humanities and Leadership**  
**Course Name: LDRS6308 Strategic Team Management**

<b>Mission Statement</b>	Wayland Baptist University exist to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.
<b>Course Name</b>	LDRS6308 Strategic Team Management
<b>Term</b>	Fall II – (October 13- December 13, 2025) Note: Thanksgiving Break November 24 – 28, 2025 Meeting Times: Online Course
<b>Instructor:</b> 	Dr. Lorri Ague Wayland Baptist University – Virtual Campus Cell: (952) 994-2555 Office: (806) 291-1114 E-Mail Address: <a href="mailto:elizabeth.ague@wayland.wbu.edu">elizabeth.ague@wayland.wbu.edu</a>
<b>Office Hours</b>	Office Location: Virtual Office Hours: by Appointment
<b>Class Meeting</b>	Virtual: Asynchronous Location: Online  <b>Please Note:</b> I will be scheduling at least 1 synchronous session—this is where we will login simultaneously to have a conversation via Collaborate (Blackboard’s version of Zoom). I will use the Announcements & Messages to announce the logistics in advance. While the session is not required, I would recommend you attend. Watch for announcements concerning these sessions.
<b>Catalog Description</b>	A focus on leading effective teams and building morale within an organization.  PREREQUISITES: None

<b>Required Resource Materials</b>	<u>Student Textbook(s)</u> Hackman, J.R. (2002). <i>Leading teams: Setting the stage for great performances</i> . Boston: Harvard Business Press. ISBN: 9781578513338 eBook 9781633691216  Grosse, A. and Loftesness, D. (2017). <i>Scaling teams: Strategies for building successful teams and organizations</i> . O'Reilly Media. ISBN: 978-1491952276  Miller, B. (2015). <i>Quick team-building activities for busy managers: 50 exercises that get results</i> . AMACOM. ISBN: 978-0814436332  Various Articles and Videos within Course Requirements – these will be posted on Blackboard
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**COURSE INTRODUCTION: (This section is used for the Course Introduction Assignment; see the Syllabus for directions).**

Teamwork is an essential aspect of today's workplace. With technologies such as Google Docs, Microsoft Teams, NuovoTeam, Zoom, Confluence, Workvivo, Sharepoint, InVision and other newer technologies flooding the current marketplace, understanding the uniqueness of teams has become increasingly more important for leaders. In today's fast-paced business environment, companies strive to become more efficient and productive, and teamwork is crucial in achieving this goal. If leaders desire to create a positive and productive work environment, understanding the benefits of teamwork is critical. Collaborating effectively, embracing unity, practicing servant leadership and fostering effective communication strategies—core values of building strategic teams—are necessary skills that must be studied and practiced by successful leaders of teams.

As Christians, we are called to approach teamwork from a biblical perspective. Biblical wisdom is a great resource for leaders to understand, develop and nurture a strategic approach to teamwork in the workplace. Ecclesiastes 4:9 reminds us that “two are better than one because they have a good return for their labor.” God himself provided our best example of team and teamwork. While thinking about the Trinity as a team may seem somewhat strange, there is so much we can learn from this example. Consider Jesus' ministry on earth. He could have accomplished it all by himself; however, he chose to invest His life in several overlapping teams, and He turned the world upside down. We must seek to reflect the character of Christ in our interactions with colleagues

and with our contribution to the organizational mission. This starts with an understanding of the leader's responsibility. Hebrews 10:24-25 is a constant reminder that a team leader is to promote "love and good works," to be "*consistent*" and to be an "*encouragement to one another*." It further reminds us that we should be willing "*to consider how to stimulate one another to love and good deeds*."

Biblical principles provide Christian leaders the following considerations as they approach building a strong team culture. Reflect on these Biblical teamwork principles:

1. Surround Yourself with Like-Minded Individuals (Proverbs 13:20)
2. Be a Reliable Team Member (Colossians 3:23)
3. Encourage Open Communication (Proverbs 18:13)
4. Encourage Accountability (Proverbs 27:17)
5. Lead with Humility (Philippians 2:3-4)
6. Foster Collaboration (Proverbs 15:22)
7. Serve Others (Galatians 5:13)
8. Celebrate Success and Learn from Failure (I Thessalonians 5:16-18)

Whether you are a part of a small or large team, creating a strong team culture is vital for the organization's success. Incorporating these key principles with a Christ-centered mindset can help you as a Christian professional to build strategic teams that work toward the common goals of your organization!

### **COURSE OUTCOME COMPETENCIES:**

Upon the conclusion of this course students actively engaged in learning will be able to:

1. Establish an understanding of theoretical and normative-methodological requirements for team building, basic principles of team management, and the characteristic parameters of management systems.
2. Discern various psychological characteristics of a team and what motivates people to change.
3. Create several strategies for team building within one's organization with different goals such as, but not limited to retention, recruitment, and improved morale.
4. Lead a team building exercise within the class and evaluate one another's approach to the task.
5. Research and develop a three-year management plan that includes training and development, incentives for the staff, and an evaluation.

### Means for assessing student achievement of the Course Outcomes Competencies:

1. Textbook Reading & Written Reflections
2. Discussion & Participation Scorecard
3. Course Assignments & Activities
4. Final Project and Presentation

### Policies and Procedures:

<b>Attendance &amp; Participation</b>	<p>Attendance is important because the class is built on participation and experience. As stated in the WBU Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. Because this is an asynchronous course online, students will need to self-manage their "attendance" (participation) with the learning activities outlined in the course.</p> <p>All absences from the learning activities must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches excessive missed participation and/or assignments, the instructor will advise the student and file an unsatisfactory progress report with the campus executive director.</p> <p>Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.</p>
<b>Class Format</b>	<p>The class format assumes you are fully prepared to make the most of your learning experience. In the asynchronous online class, timelines and deadlines still must be met by the student for discussions, presentations, and assignments. It is important to participate in a timely manner so that other class participants can meet requirements.</p>
<b>Effective Research</b>	<p>Students should always incorporate effective research in every assignment as a component of critical thinking. Developing a well-planned, systematic strategy is necessary to uncover valuable information. It is important for you to determine what constitutes a quality, professional source.</p>

	<p>The internet contains information that may be scholarly. Students should always evaluate the selected material for authority, accuracy, content, and usefulness. The following questions should be asked: Who wrote it? – <b>Authority</b>; Is the information accurate? – <b>Accuracy</b>; Why was it written? – <b>Purpose</b>; What is the bias? – <b>Objectivity</b>; Is the information dated? – <b>Currency</b>.</p>
<b>E-Mail Communication</b>	<p>Your WBU email address is the official line of communication. Make sure your email address is established, functioning and is also monitored regularly since this will be the communication tool use to send updates and information about your class.</p>
<b>Due Dates</b>	<p>All assignments fulfilling the course requirements have assigned due dates. The dates are listed on the <b>DUE DATE MATRIX</b> located at the end of the syllabus. Please note these timelines for the assignment to be considered for full credit.</p>
<b>Late Work Policy</b>	<p>All work is due on the assigned day. Any work received after the due date will receive an automatic 20%-point reduction. All work for the course must be received by the last week of the course to be considered for evaluation and final grade.</p>
<b>Academic Dishonesty</b>	<p>Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.</p> <p><a href="#">Link to WBU's Statement on Academic Integrity</a>, and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course: (INSTRUCTOR CHOOSE and include A, B, or C)</p> <ol style="list-style-type: none"> <li>No use of any generative AI tools permitted. <ul style="list-style-type: none"> <li>Students are required to create and produce all work themselves or with assigned group members.</li> <li>Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.</li> </ul> </li> <li>All assignments must be fully created, designed, and prepared by the student(s).</li> </ol>

	<ul style="list-style-type: none"> <li>• Any work that uses generative AI will be treated as plagiarism.</li> <li>• Generative AI tools permitted in specific context and with proper citations.</li> <li>• Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course.</li> <li>• When used, students must properly cite the generative AI tool in their submitted work.</li> </ul> <p>c. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.</p> <ul style="list-style-type: none"> <li>• Specific parameters for generative AI usage are provided by the instructor.</li> <li>• Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.</li> <li>• Generative AI tools usage encouraged and may be actively assigned in coursework.</li> <li>• Use of generative AI tools is actively encouraged and incorporated into specific assignments for this course.</li> <li>• Use of generative AI tools for assignments in brainstorming, content understanding, or revision to work is perfectly acceptable if cited and referenced properly in any submitted work for the course.</li> </ul> <p>d. Use of generative AI is encouraged if students understand the use of generative AI in the course is to be an assistance tool and not the generator of assignments and submitted work. Ultimately, all submitted work must still reflect a student's own work, understanding, and analysis.</p> <ul style="list-style-type: none"> <li>• Specific parameters for generative AI usage provided by the instructor.</li> </ul> <p>Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.</p>
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<b>Students with Disabilities</b>	In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.
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### **TENTATIVE COURSE SCHEDULE & OUTLINE:**

**Week #1:** Introduction and Biblical Worldview to Strategic Team Management

**Week #2:** Teams: The Challenge: Understanding the 5 Conditions that Foster Team Effectiveness

**Week #3:** Enabling Conditions: 3 Core Conditions for Team Effectiveness

**Week #4:** Enabling Conditions: Conditions to Create a Beneficial Team

**Week #5:** Opportunities: Consideration for Culture and Communication for Effective Teams

**Week #6:** Opportunities: Imperatives for Leaders and Team Effectiveness

**Thanksgiving Break (No Coursework is required during this week)**

**No Coursework is required during this week**

**Week #7:** Part 1: Creating Insights for Future Action of Leading Teams

**Week #8:** Part 2: Creating Insights for Future Action of Leading Teams (**NOTE:** Final Visual Presentations must be posted in Week #7)

### **COURSE REQUIREMENTS:**

Because university classrooms are designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for learners to effectively communicate ideas to colleagues, peers, and administrators; writing clear and error-free English is a priority at WBU. Therefore, your ability to express your knowledge of concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from research, lectures, assignments, readings, and discussions will be taken into consideration as will

correct and appropriate format and construction. **All assignments must be Word processed and submitted in accordance with the assigned due dates.**

**LISTING of COURSE REQUIREMENTS** (*Due Dates Can Be Found on the **Date Due Matrix Chart***):

### **Getting to Know our Team:**

This is where you will get to know your classmates. Answer the following prompts on the discussion board:

- What is your current occupation and where are you employed?
- What is your family composition?
- What sports' activities do you enjoy?
- What is your favorite meal?
- What is your favorite travel experience?

Title Your Entry with your name so we know who we are meeting, and if you want post your picture.

We will post this information on a Discussion Board so that we can get to know who we will be learning from over the next few weeks. (20 points and is due in Week #1)

### **Course Introduction Paragraph:**

READ the “Course Introduction” found in the **Student Syllabus** (on page #2 of the syllabus) and SUBMIT a strong paragraph documenting your initial reflections regarding what you desire to learn and offer by participating in this course. (20 points and is due in Week #1)

### **Biblical Worldview Paper:**

Submit a 3–4-page paper that discusses your biblical worldview as it applies to strategic team management. You should convey your understanding of how the Bible describes teams and leaders strategically managing teams. You will articulate key components of these topics, citing from the Bible. This assignment provides an opportunity for students to have a Biblical foundation for how leaders managing teams reflect the Kingdom of God. (100 points-rubric available and is due in Week #7)

The following resources may help support your research on this topic:



Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco: Jossey-Bass.

Maxwell, J. C. (2006). *The 17 essential qualities of a team player: Becoming the kind of person every team wants*. Nashville: Thomas Nelson.

### READING JOURNAL (Textbook Reading and Reflections)

Students will complete reading assignments and submit weekly **Reading Reflections**. You can check the reading schedule on the DATE-DUE-MATRIX found at the end of the Course Syllabus. Your weekly **Reading Reflections** should include a minimum of 3 concepts, ideas, or reactions to the assigned reading. **Reading Reactions** will be posted on the Discussion Board so you can share what you are learning with your colleagues. Each reaction should be 50-100 words and can be something with which you agree or disagree, something confirming a belief, or something that caused you to think in a new or different way. (10 points each and is due each week)

### DISCUSSION BOARD ASSIGNMENTS (DBAs)

Learning is a cooperative process through which all participants contribute to each other's educational development. Discussion Board Assignments (DBAs) are a focal point for learning in the online classroom. The purpose of the DBA is to analyze course concepts as a class on a deeper level than in the readings. This is an interactive assignment that requires students to engage with their colleagues regarding their learning and grasping new ideas.

Each week there will be 2 DBAs for your participation. To achieve all 25 points for each DBA, you are required to post your research, reactions, opinions with a 75-100-word response to the prompt as well as reply to 2 other colleagues in the class. To achieve all 25 points for each DBA students must consider what makes a G.R.E.A.T post:

- **G**rammar, spelling, and organization of ideas are effective (Sentence are clear and complete and written in an academic style free of grammar and spelling errors.)
- **R**elevant information to the readings, assigned question, or ongoing discussion (Information is referenced from current assigned readings and past readings).
- **E**ngaging for other learners through your own interpretation and research

on the topic (Discussion points should ask good questions and challenge colleagues thinking).

- **Addition of new information or generation of new questions** (New topics and outside research should be included to validate your conversations).
- **Timely posting** so that learners and instructors can respond (Posts should meet the established timelines).

While DBAs are sometimes considered to be an informal discussion, for the purpose of this course your posts and responses should be framed in thoughtful, reflective, and respectful academic writing that demonstrates your content knowledge, critical thinking skills, and questioning. Students should make their initial post to the DBA by Wednesday so that the rest of the week is given over to replying to colleagues' posts. There is a Rubric for DBA's found in the Course Resource Folder.

### **Participation Scorecards:**

Learning is a cooperative process through which all participants contribute to each other's educational development. Students will be asked to rate their level of participation on a weekly basis answer the following 4 prompts:

- Contributed to class discussions
- Completed all learning activities
- Reflected on Biblical worldview presentations
- This week I am taking ??? away as a learning point

***A Participation Score Card will be provided and must be submitted weekly on Sunday, 11:59 p.m. at the end of each week of class.*** Participation Score Cards will **NOT** be accepted late. (10 points and is due each week)

### **Cumulative Project Activities:**

The **Cumulative Project Activities** are a collection of research activities that will focus on training and development, incentives for staff, and evaluation practices that can be used to motivate an effective team. These activities are designed to support your Final Project and Presentation assignment (*3-5 Year Management Plan to Build a Successful Work Team*). **For example:** if you are asked to collect 3-5 teambuilding activities—you will submit these as this week's Cumulative Project Activity, but this activity will be used to support your final project research. You need to type your responses and be prepared to submit them at the end of each

week via Blackboard. There will be a total of 9 activities assigned during the course. (9 activities @ 25 pts each = 225 points These are due each week)

### **3-5 Year Management Plan to Build a Successful Work Team (Final Project and Presentation):**

For this assignment you will prepare a 3-5 Year Management Plan to Build a Successful Work Team along with a visual presentation that describes your plan. The *3-5 Year Management Plan to Build a Successful Work Team* is a written document that outlines and describes the considerations for developing a successful Strategic Team. You may use the research collected through your Cumulative Project Activities. The goal for this project is that you are building a plan that you can potentially implement in your future (or current) leadership roles. You will submit a written plan as well as visual presentation. The visual presentation can be created with YouTube video, PowerPoint, Prezi, etc. (at least 9-10 slides). The visual presentations will be used to create the DBA's for the last week of the course so they must be loaded to Blackboard by the end of Week #7. (no later than Sunday @ 11:59 pm in Week #7). There will be detailed instructions for loading your presentations in the Weekly Folder Assignments. The written presentation is due before the last day of the course in Week #8.

Rubrics for both parts (the written Plan and the visual presentation) of this assignment are available on the Course Resource Folder. The written assignment will be worth a possible 150 points, and the visual presentation will be worth a possible 100 points.

### **Final Reflective Essay:**

Reflection is a powerful learning model. Think of this assignment as a reflective written exercise (but still professionally written, of course!). I'd like for you to think back on your understanding and perception of leading teams at the very beginning of the course, your journey through the course, and your understanding and perception now, at the end of our time together. Your assignment goal is to write about how you've changed and grown as Leader of Strategic Team Management over these past 8-weeks, using specific examples throughout. (50 points-rubric available on the Course Blackboard and is due the last week of the course)

### **Due-Date Matrix**

Assignment	Possible Points	Points Received	Date Due
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*Strategic Team Management*

Getting to know our Tea	20		Week #1
Course Introduction Paragraph	20		Week #1
Biblical Worldview Perspective Paper	100		Week #7
Reading Reflections #1 (Week #2) Hackman Chapter 1	10		Week #2
Reading Reflections #2 (Week #3)	10		Week #3
Reading Reflections #3 (Week #4)	10		Week #4
Reading Reflections #4 (Week #5)	10		Week #5
Reading Reflections #5 (Week #6)	10		Week #6
Reading Reflections #6 (Week #7)	10		Week #7
Discussion Board Week #1a	25		Week #1
Discussion Board Week #1b	25		Week #1
Discussion Board Week #2a	25		Week #2
Discussion Board Week #2b	25		Week #2
Discussion Board Week #3a	25		Week #3
Discussion Board Week #3b	25		Week #3
Discussion Board Week #4a	25		Week #4
Discussion Board Week #4b	25		Week #4
Discussion Board Week #5a	25		Week #5
Discussion Board Week #5b	25		Week #5
Discussion Board Week #6a	25		Week #6
Discussion Board Week #6b	25		Week #6
Discussion Board Week #7a	25		Week #7
Discussion Board Week #7b	25		Week #7
Discussion Board Week #8	50		Week #8
Cumulative Assignment Step #1	25		Week #1
Cumulative Assignment Step #2	25		Week #2
Cumulative Assignment Step #3	25		Week #2

Cumulative Assignment Step #4	25		Week #3
Cumulative Assignment Step #5	25		Week #3
Cumulative Assignment Step #6	25		Week #4
Cumulative Assignment Step #7	25		Week #4
Cumulative Assignment Step #8	25		Week #5
Cumulative Assignment Step #9	25		Week #5
Final Presentation - Written	150		Week #8
Final Presentation - Visual	100		Week #8
Final Reflective Essay	50		Week #8
Participation Scorecard #1	10		Week #1
Participation Scorecard #2	10		Week #2
Participation Scorecard #3	10		Week #3
Participation Scorecard #4	10		Week #4
Participation Scorecard #5	10		Week #5
Participation Scorecard #6	10		Week #6
Participation Scorecard #7	10		Week #7
Participation Scorecard #8	10		Week #8
Total Points	1200		Grade

**Course Evaluation and Assessment Criteria:**

Points	Percent	Letter
1080—1200	90-100%	A
960—1079	80-89%	B
840—959	70-79%	C
720—839	60-69%	D
0-719	0-59%	F

NOTE: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”