



Virtual Campus

School of Humanities and Leadership

Course Name: LDRS 5308 Introduction to Strategic Team Management

Mission Statement	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.
Course Name	LDRS 5308 Introduction to Strategic Team Management
Term	Fall II – (October 12- December 12, 2026) Note: Thanksgiving Break November 23 – 27, 2026 Meeting Times: Online Course
Instructor: 	Dr. Lorri Ague Wayland Baptist University – Virtual Campus Cell: (952) 994-2555 Office: (806) 291-1114 E-Mail Address: elizabeth.ague@wayland.wbu.edu
Office Hours	Office Location: Virtual Office Hours: by Appointment
Class Meeting	Virtual: Asynchronous Location: Online
Catalog Description	Survey of approaches to leading effective teams and building morale within an organization. PREREQUISITES: None
Required Resource Materials	<u>Student Textbook(s)</u> Thompson, L. (2017). <i>Making the team: A guide for managers</i> , 6th ISBN: 9780137516704 Various Articles and Videos– these will be posted on Blackboard

COURSE INTRODUCTION: (This section is used for the Course Introduction Assignment; see the Syllabus for directions).

Building effective teams is grounded in the core principles of unity, shared purpose, and the value of individual contributions within a collaborative environment. Effective team leadership fosters a culture of encouragement, trust, accountability, reliability, and compassion. While contemporary culture often emphasizes individual achievement and self-interest, Christian leaders are called to approach team management through a biblical worldview that prioritizes service, stewardship, humility, and care for others.

Christian leaders must be inspired to strategically develop and lead teams by applying biblical principles as faithful stewards of God’s grace and mercy. This includes modeling humility, serving others with integrity, and responsibly managing the resources and relationships entrusted to them. In I Peter 4:10–11, the Apostle Peter reminds believers to use their gifts and talents in service to one another for the glory of God. However, the demands and pressures of workplace performance can often distract leaders from this calling. Difficult customers, unmotivated coworkers, disengaged subordinates, or unsupportive supervisors may create challenges that test a leader’s commitment to leading with grace, humility, and love.

Modern cultural trends that prioritize “self first” can provide justification for avoiding the responsibilities associated with building and sustaining strong, strategic teams. In contrast, Christian leadership calls individuals to serve others with excellence and intentionality. Developing successful teams requires leaders to cultivate trust and mutual respect, promote unity and shared purpose, and practice encouragement and recognition within a spirit of faith, hope, and love. As emphasized in I Corinthians 13:13, “the greatest of these is love.”

Throughout this course, students will examine key concepts and strategies related to team development and strategic leadership. Through course discussions, activities, and assignments, students will seek to strengthen their leadership skills while pursuing God’s guidance in the development and application of their gifts and talents for effective and strategic team leadership.

COURSE OUTCOME COMPETENCIES:

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

1. Compare guiding leadership methods for team building and team management.
2. Learn and discuss various psychological characteristics of a team and what motivates people to change.

3. Research several strategies for team building within one’s organization with different goals such as, but not limited to retention, recruitment, and improved morale.
4. Present a team-building exercise within the class and evaluate one another’s approach to the task.

Means for assessing student achievement of the Course Outcomes Competencies:

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

Policies and Procedures:

<p>Attendance & Participation</p>	<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>
<p>Class Format</p>	<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</p>

	participate in a timely manner so that other class participants can meet requirements.
Effective Research	<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? – Authority; Is the information accurate? – Accuracy; Why was it written? – Purpose; What is the bias? – Objectivity; Is the information dated? – Currency.</p>
E-Mail Communication	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 to send updates and information about your class.
Due Dates	All assignments fulfilling the course requirements have assigned due dates. The dates are listed on the DUE DATE MATRIX located at the end of the syllabus. Please note these timelines for the assignment to be considered for full credit.
Late Work Policy	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.
Academic Dishonesty	<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>Link to WBU's Statement on Academic Integrity, 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> <p>a. No use of any generative AI tools permitted.</p>

- Students are required to create and produce all work themselves or with assigned group members.
 - 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.
- b. All assignments must be fully created, designed, and prepared by the student(s).
- Any work that uses generative AI will be treated as plagiarism.
 - Generative AI tools permitted in specific context and with proper citations.
 - Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course.
 - When used, students must properly cite the generative AI tool in their submitted work.
- 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.
- Specific parameters for generative AI usage are provided by the instructor.
 - Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.
 - Generative AI tools usage encouraged and may be actively assigned in coursework.
 - Use of generative AI tools is actively encouraged and incorporated into specific assignments for this course.
 - 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.
- 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.

	<p>Ultimately, all submitted work must still reflect a student's own work, understanding, and analysis.</p> <ul style="list-style-type: none"> • Specific parameters for generative AI usage provided by the instructor. • Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.
Students with Disabilities	<p>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 Disability Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.</p>

TENTATIVE COURSE SCHEDULE & OUTLINE:

- **Week #1:** Understanding Team Dynamics (Chapter 1 & 2)
- **Week #2:** Leadership Styles in Teams (Chapter 3 & 4)
- **Week #3:** Performance and Productivity (Chapter 5)
- **Week #4:** Communication and Conflict Resolution (Chapter 6 & 8) NOTE: Chapters for this Week
- **Week #5:** Decision-Making (Chapter 7 & 9) NOTE: Chapters for this Week
- **Week #6:** Motivation and Team Performance (Chapter 10 & 11)

Thanksgiving Break

No Coursework is required during this week

- **Week #7:** Cultural Diversity (Chapter 12 & 13)
- **Week #8:** Reflection Week

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 found in the syllabus***):

Introduction Bio:

For this assignment, compose and present a short introduction so we can get to know you better. This assignment is a short paragraph or two that provides a snippet into who you are, your leadership experience, and some of your notable accomplishments (personal or professional). You may include a picture or video if you choose. The following Prompts may be used to support your submission:

- What is your current occupation and where are you employed?
- What would be your ideal job?
- What sports/ physical activities do you enjoy?
- What do you like to do in your free time?
- What type of teams have you participated?
- What do you hope to take away from this class?

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. (25 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. (25 points and is due in Week #1)

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. There is a Rubric in the Course Resources folder for this assignment. (15 points per journal entry; 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 DBA prompts for your participation. To achieve all 25 points for each DBA, you are required to post your research, reactions, opinions with a 100–200-word response to the prompt as well as respond 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:

- **Grammar, spelling, and organization of ideas are effective** (Sentences are clear and complete and written in an academic style free of grammar and spelling errors.)
- **Relevant information to the readings, assigned question, or ongoing discussion** (Information is referenced from current assigned readings and past readings).
- **Engaging 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 and answer the following 4 questions:

- Did I Contribute to class discussions
- Did I Complete all learning activities
- Did I Reflect on "Thoroughly Equipped" Moments
- This week I am taking ???? away as a learning point

A Participation Score Card will be provided and must be submitted weekly by 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)

Pre-Workshop Activities:

The **Pre-Workshop Activities** are a collection of research activities that will focus on preparation of your Training Workshop Assignment (final project and presentation assignment). These activities will be described in the Weekly Folder Assignments on Blackboard and should support the development of your Training Workshop Plan and Presentation. (6 activities 15 points each)

Training Workshop Plan and Presentation

For this assignment you will prepare a written Training Workshop Plan in detail along with a visual presentation that describes your written document. This activity will be described in detail in the Weekly Folder Assignments on Blackboard. We must be able to see you and hear you in the visual presentation and may be created using 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 the last day of the course in Week #8.

Rubrics for both parts (the written Workshop 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 Activity:

Reflection is a powerful learning model. Think of this assignment as a reflective written exercise. **Choose ONE** of the activities below and then submit a summary paragraph (or the activity itself) for the experience: (25 points and is due Week #8)

1. Exit Slip: Share what is the most important thing you learned from this class with a direct report of yours at work.
2. Test Bank: If this course had a Final Exam, write 3 test questions with the answers.
3. Wrap It Up: Describe what you are taking away from this course in a song/rap/poem
4. Talk it Up: Make an appointment with your supervisor and talk to him/her for 5 minutes about what you learned in this course.
5. 3 W's: A: Answer the 3 W's...What did you learn? So what? Now what?

Due-Date Matrix

Assignment	Possible Points	Points Received	Date Due
Professional Bio	25		Week #1
Course Introduction Paragraph	25		Week #1
Reading Reflections #1 Chapter 1 & 2	15		Week #1
Reading Reflections #2 Chapters 3 & 4	15		Week #2
Reading Reflections #3 Chapters 5 & 6	15		Week #3
Reading Reflections #4 Chapters 6 & 8	15		Week #4
Reading Reflections #5 Chapters 7 & 9	15		Week #5
Reading Reflections #6 Chapters 10 & 11	15		Week #6
Reading Reflections #7 Chapters 12 & 13	15		Week #7
Activity #1- Team Building Activities	15		Week #2
Activity #2-Team Performance Analysis	15		Week #3

Activity #3-Workshop Progress Report	15		Week #4
Activity #4- Conflict Resolution Activities	15		Week #5
Activity #5 – Workshop Progress Report	15		Week #5
Activity #6- Six Degree of Separation	15		Week #6
Discussion Board Week #1a	25		Week #1
Discussion Board Week #1b	25		Week #1
Discussion Board Week #2a	25		Week #2
Discussion3 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
Workshop Visual Presentation	100		Week #7
Training Workshop Plan – Written	150		Week #8
Final Reflective Essay	25		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	1000		Grade	

Course Evaluation and Assessment Criteria:

Points	Percent	Letter
900—1000	90-100%	A
800—899	80-89%	B
700—799	70-79%	C
600—699	60-69%	D
0-599	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.”