




Virtual Campus
School of Humanities and Leadership
Course Name: LDRS6308 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	LDRS6308 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	A focus on leading effective teams and building morale within an organization. PREREQUISITES: None
Required Resource Materials	<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 978163369121 Grosse, A. and Loftesness, D. (2017). <i>Scaling teams: Strategies for building successful teams and organizations</i> . O’Reilly Media. ISBN: 978-1491952276 eBook 9781491952221

	<p>Miller, B. (2015). <i>Quick team-building activities for busy managers: 50 exercises that get results</i>. AMACOM. ISBN: 978-0814436332 eBook 9780814472019</p> <p>Various Articles and Videos within Course Requirements – these will be posted on Blackboard</p>
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COURSE INTRODUCTION:

NOTE: This section will be use for the “Course Introduction Assignment.” You will find the directions in the Syllabus and on Blackboard.

Teamwork is an essential component of today’s professional environment. As collaborative technologies such as Google Docs, Microsoft Teams, Zoom, Confluence, SharePoint, Workvivo, InVision, and other emerging digital platforms continue to shape organizational practices, understanding the dynamics and uniqueness of teams has become increasingly important for effective leadership. In today’s fast-paced and interconnected workplace, organizations continually seek greater efficiency, innovation, and productivity, all of which are strengthened through effective teamwork. Leaders who desire to cultivate positive and productive organizational cultures must understand the principles and practices that contribute to successful team development. Skills such as collaboration, unity, servant leadership, and effective communication are foundational competencies for leaders seeking to build and sustain strategic teams.

From a Christian perspective, teamwork should also be approached through a biblical lens. Scripture provides valuable wisdom for leaders as they seek to develop and nurture healthy team cultures within the workplace. Ecclesiastes 4:9 reminds us that “two are better than one because they have a good return for their labor,” emphasizing the value of collaboration and shared purpose. God Himself provides the ultimate model of teamwork through the example of the Trinity. Although Christ could have accomplished His earthly ministry independently, He intentionally invested in several overlapping teams of disciples and followers, demonstrating the transformational power of collaborative leadership.

Christian leaders are called to reflect the character of Christ in their interactions with others and in their contributions to organizational mission and purpose. Hebrews 10:24–25 encourages leaders to promote “love and good works,” remain faithful and consistent, and encourage one another toward growth and service. These biblical

principles reinforce the responsibility of leaders to cultivate environments characterized by accountability, encouragement, humility, and mutual support.

As Christian professionals seek to build strong and effective teams, the following biblical principles provide a foundation for developing a healthy team culture:

1. Surround Yourself with Wise and Like-Minded Individuals (Proverbs 13:20)
2. Demonstrate Reliability and Commitment (Colossians 3:23)
3. Encourage Open and Respectful Communication (Proverbs 18:13)
4. Promote Accountability and Mutual Growth (Proverbs 27:17)
5. Lead with Humility and Selflessness (Philippians 2:3–4)
6. Foster Collaboration and Shared Decision-Making (Proverbs 15:22)
7. Serve Others with Christlike Compassion (Galatians 5:13)
8. Celebrate Success and Learn Through Challenges (1 Thessalonians 5:16–18)

Whether serving on a small team or within a large organization, developing a strong team culture is essential to organizational success. By integrating these biblical principles with a Christ-centered leadership mindset, Christian professionals can build strategic teams that effectively work toward shared organizational goals and contribute positively to the broader mission of their organizations.

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:

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

	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 .
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 use 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	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. 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) a. No use of any generative AI tools permitted. <ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> • Any work that uses generative AI will be treated as plagiarism. • Generative AI tools permitted in specific context and with proper citations.

	<ul style="list-style-type: none"> • 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. <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"> • 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. <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"> • Specific parameters for generative AI usage provided by the instructor. <p>Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.</p>
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</p>

	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)

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:

University classrooms are designed to foster respectful exchange of ideas. As members of an academic learning community, students are expected to demonstrate professionalism, civility, and mutual respect in all interactions with classmates, faculty, and staff. Respectful dialogue and thoughtful engagement are essential components of the learning process and contribute to a positive educational environment.

Effective communication is a critical skill for professional and academic success. Therefore, the ability to communicate ideas clearly, professionally, and accurately through both written and oral formats is an important expectation at WBU. Students will be assessed on their ability to express knowledge of course concepts and theories within

the conventions of academic discourse through written assignments, discussions, and oral presentations.

Evaluation criteria will include both the quality of content and the effectiveness of communication mechanics, including organization, grammar, clarity, formatting, and proper academic writing conventions. Students are expected to integrate information from course readings, lectures, research, assignments, and class discussions into their work. **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***):

- **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. (15 points and is due in Week #1)

- **Biblical Worldview Paper:**

Submit a 3–4 page paper that examines your biblical worldview as it relates to strategic team management. In this assignment, you will demonstrate your understanding of how Scripture describes teams, leadership, and the strategic management of people within organizational and ministry contexts.

Your paper should articulate key biblical principles related to teamwork, leadership, collaboration, servant leadership, accountability, and organizational stewardship. Support your discussion with appropriate biblical references and examples that illustrate how effective team leadership reflects biblical values and principles.

This assignment provides students with the opportunity to establish a biblical foundation for understanding how leaders who strategically manage teams can reflect the character, mission, and values of the Kingdom of God within professional and organizational settings. (50 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 REFLECTIONS (Textbook Reading and Reflections)**

Students are expected to complete all assigned course readings and submit weekly **Reading Reflections**. The reading schedule and assignment due dates are provided in the Date-Due Matrix located at the end of the course syllabus.

Each weekly **Reading Reflection** should include a minimum of 3 distinct concepts, ideas, insights, or reactions related to the assigned readings. Reflections will be submitted through the course Discussion Board to encourage collaborative learning.

Each reflection entry should be approximately 50–100 words in length and may address topics such as areas of agreement or disagreement, ideas that reinforce existing beliefs or practices, or concepts that prompted new perspectives or deeper consideration. Students are encouraged to engage thoughtfully and critically with the course material.

To receive the full 20 points for the weekly assignment, all 3 required **Reading Reflections** must be submitted.

- **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 20 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 20 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 (no later than Thursday) 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 SCORECARD**

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.

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 @ 20 pts each = 180 points)

- **FINAL PRESENTATION AND PROJECT: 3-5 Year Management Plan to Build a Successful Work Team**

NOTE: There are 2 parts to this assignment (**NOTE: both parts must be submitted to successfully pass the course**):

For this assignment, students will develop a comprehensive *3–5 Year Management Plan for Building a Successful Work Team*, accompanied by a **visual presentation** that communicates the key components of the plan. The written management plan should outline the strategic considerations, leadership principles, and organizational practices necessary for developing and sustaining an effective and successful strategic team.

Students may incorporate research, concepts, and materials developed throughout the course, including content gathered through the Cumulative Project Activities. The purpose of this project is to provide students with the opportunity to design a practical and applicable leadership plan that may be implemented within current or future professional leadership roles.

In addition to the written management plan, students will prepare a **visual presentation** summarizing the major elements of the project. Presentations may be created using platforms such as PowerPoint, Prezi, YouTube, or other approved multimedia formats. The presentation should include a minimum of 9–10 slides or the equivalent presentation content.

Visual presentations will be utilized to support the Discussion-Based Assessments (DBAs) during the final week of the course. Therefore, presentations must be uploaded to Blackboard no later than Sunday at 11:59 p.m. during Week #7. Detailed instructions for submitting presentations will be provided within the Weekly Folder Assignments.

The final written management plan must be submitted before the last day of the course during 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. You will **Choose ONE** of the following activities listed below and then submit a 1-page summary (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
Course Introduction Paragraph	15		Week #1
Biblical Worldview Perspective Paper	50		Week #7
Reading Reflections #1 (Week #2)	20		Week #2
Reading Reflections #2 (Week #3)	20		Week #3
Reading Reflections #3 (Week #4)	20		Week #4
Reading Reflections #4 (Week #5)	20		Week #5
Reading Reflections #5 (Week #6)	20		Week #6
Reading Reflections #6 (Week #7)	20		Week #7
Discussion Board Week #1a	20		Week #1
Discussion Board Week #1b	20		Week #1
Discussion Board Week #2a	20		Week #2

Discussion Board Week #2b	20		Week #2
Discussion Board Week #3a	20		Week #3
Discussion Board Week #3b	20		Week #3
Discussion Board Week #4a	20		Week #4
Discussion Board Week #4b	20		Week #4
Discussion Board Week #5a	20		Week #5
Discussion Board Week #5b	20		Week #5
Discussion Board Week #6a	20		Week #6
Discussion Board Week #6b	20		Week #6
Discussion Board Week #7a	20		Week #7
Discussion Board Week #7b	20		Week #7
Discussion Board Week #8	50		Week #8
Cumulative Assignment Step #1	20		Week #1
Cumulative Assignment Step #2	20		Week #2
Cumulative Assignment Step #3	20		Week #2
Cumulative Assignment Step #4	20		Week #3
Cumulative Assignment Step #5	20		Week #3
Cumulative Assignment Step #6	20		Week #4
Cumulative Assignment Step #7	20		Week #4
Cumulative Assignment Step #8	20		Week #5
Cumulative Assignment Step #9	20		Week #5
Final Presentation – Written	150		Week #8
Final Presentation – Visual	100		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		

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.”