



Carleton
University

Sprett
School of Business

**MGMT 5113 P
MANAGING TEAMS
WINTER 2025**

Instructor: Linda Schweitzer (she/her)
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Office: NI 7018
Student hours: By appointment

Class Meeting: March 21 & 22, 8:35am to 5:25pm
Modality: In person

In order to stay updated with important notifications and announcements from Carleton University, please download the Carleton University App. This will ensure you receive timely information regarding your courses and other university-related updates throughout the term.

Course Calendar Description

Factors affecting team performance. Team development, the impact of team size, team processes, organizational practices that support teams, potential team interventions and the unique challenges faced by virtual teams.

Learning Objectives

Upon completion of this course, students should be able to:

- Identify the benefits, challenges and appropriate uses of a team
- Recognize the characteristics of positive teamwork
- Identify and compare relevant factors of team design
- Recognize necessary team processes and dynamics
- Assess team decision making and conflict
- Recognize actions and qualities for managing and leading teams
- Recognize the needs of virtual teams

Course Prerequisites: MGMT 5100. The School of Business enforces all prerequisites.

COURSE MATERIAL

All course materials are available at no cost through Brightspace using the Library Reserves (ARES) system.

BrightSpace: This course uses BrightSpace to post updates and distribute course information. It is your responsibility to check it.

Cases:

- Blake Sports: Evolution of the CEO and the Executive Team. *Harvard Business Publishing* Groysberg, B. & Connolly Baden, K. (2022). 423038-PDF-ENG
- Gordon Institute of Business Science: Team Dynamics in a General Management Development Program. *Harvard Business Publishing*. Maphalala, J. (2024). W37905-PDF-ENG

Readings:

- Most of us don't work in teams; we work in groups. *The Globe and Mail (Online)*. Schachter, H. (August 29, 2022).
- Making Dumb Groups Smarter, *Harvard Business Review*, Sunstein, C.R. & Haste, R. (December, 2014)
- Fixing a Self-Sabotaging Team. *Harvard Business Review*, Anand, N. & Barsoux, JL. (March, 2023)
- Diverse Teams Feel Less Comfortable - and That's Why They Perform Better. Rock, D., Grant, H. & Grey, J. (Nov 4, 2016)
- Schweitzer, L. (2020). Managers can learn from supervising remote workers during the coronavirus pandemic *The Conversation*
- Neeley, T. (March 16, 2020). 15 Questions About Remote Work, Answered. *Harvard Business Review (online)*
- Lovich, D. & Sargeant, R. (2023). Does Your Hybrid Strategy Need to Change? *Harvard Business Review (online)*

Drop Course Policy: The deadline for academic withdrawal follows the dates prescribed by Carleton University: <https://calendar.carleton.ca/academicyear/>

Grading Scheme

Pre-Class Assignment (individual)	20%
Class Contribution	15%
In-Class Cases (team-based)	30%
Post-Class Reflection (individual)	35%
<hr/> TOTAL	<hr/> 100%

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

Pre-Class Assignment (25%)

The pre-class assignment, due shortly before our first class, provides a foundation for thinking about teams, their effectiveness, and what contributes to good teamwork. This assignment is based on the assigned readings and will be made up of your reflections on your own experiences (details provided on Brightspace). This assignment should be a maximum of 1,000 words (approximately 4 pages, double-spaced) This is an individual assignment and must be submitted through Brightspace.

Preparation and Contribution to Class (10%)

In addition to some lectures, class time will be devoted to discussions and exercises that require students to use their skills. It is imperative that you attend class, arrive prepared, participate in activities and contribute in a positive manner regularly to receive a high contribution grade. The emphasis will be on the quality of your participation rather than quantity or frequency.

In-Class Case Studies (30%)

Each day of class, a case study will be discussed throughout the class. At the end of each class, teams will prepare a short presentation of their analyses and recommendations for the case. Some teams will also present their case to the class in a 10 minute presentation (half of the teams will present day 1 and half on day 2). Evaluation will be based on the slides and presentations. Details will be provided on Brightspace. These are team assignments and the presentation slides must be submitted through Brightspace.

Note: you must read each case before that class begins.

Post-Class Reflection (35%)

The final assignment, handed in approximately a week after the class is over, focusses on any insights or knowledge gained from the various readings, class discussions, and in-class activities. This assignment will reflect what you have learned from this course and how you might apply it (or what you might do differently in the future). It will also include a reflection on the teamwork you experienced in the class. Details will be provided on Brightspace. This assignment has a maximum length of 1,250 words (approximately 5 pages, double-spaced). This is an individual assignment and must be submitted to Brightspace.

Late Assignments

Requests for extension will be considered in cases of illness or other exceptional circumstances. To ensure fairness for all students, penalties will be applied to late assignments of 5% points per day.

TENTATIVE SCHEDULE*

Date	Topics	Readings	Assignments/ Deliverables
Pre-Class		<ul style="list-style-type: none"> • Most of us don't work in teams; we work in groups. <i>The Globe and Mail (Online)</i>. Schachter, H. (August 29, 2022). • Making Dumb Groups Smarter, <i>Harvard Business Review</i>, Sunstein, C.R. & Hastie, R. (December, 2014) • Fixing a Self-Sabotaging Team. <i>Harvard Business Review</i>, Anand, N. & Barsoux, J.L. (March, 2023) • Diverse Teams Feel Less Comfortable - and That's Why They Perform Better. Rock, D., Grant, H. & Grey, J. (Nov 4, 2016) • Schweitzer, L. (2020). Managers can learn from supervising remote workers during the coronavirus pandemic <i>The Conversation</i> • Neeley, T. (March 16, 2020). 15 Questions About Remote Work, Answered. <i>Harvard Business Review (online)</i> • Lovich, D. & Sargeant, R. (2023). Does Your Hybrid Strategy Need to Change? <i>Harvard Business Review (online)</i> 	Pre-Class assignment (due March 20)
Class 1	<ul style="list-style-type: none"> • Introduction to teams • Building Teams 	<ul style="list-style-type: none"> • Blake Sports: Evolution of the CEO and the Executive Team. 	In-class team case analysis (due March 21)
Class 2	<ul style="list-style-type: none"> • Team Processes • Managing & Leading Teams • Virtual Teams 	<ul style="list-style-type: none"> • Gordon Institute of Business Science: Team Dynamics in a General Management Development Program 	In-class team case analysis (due March 22)
Post-Class			Post-class reflection (due March 30)

*Every effort has been made to make the schedule as complete as possible, but there may be occasions where changes are required.

Contribution to Program Learning Goals ([MBA](#)):

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught and Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>				✓
MB2 Communication <i>Graduates will be effective communicators</i>	✓			
MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
MB4 Functional Knowledge <i>Graduates will have functional knowledge of all areas of business.</i>	✓			
MB5 Global Business <i>Graduates will have an appreciation of the global environment of business.</i>	✓			
MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</i>	✓			

ADDITIONAL INFORMATION

Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group Work:

The Spratt School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course
DEF = Deferred

Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/grad/gradregulations/>

Requests for Academic Accommodation:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

Academic Integrity:

Violations of academic integrity—presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

Other Important Information:

- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>