



BUSI3105: Managing and Motivating Teams

Winter 2026

Instructor	Dr. Shani Pupco
Email Address	shanipupco@cunet.carleton.ca
Class Times	Wednesday 6:05-8:55
Modality	In-person
Office Hours	Wednesday's at 5pm or by appointment
Office Location	NI 5033
TA Name/Email	To be announced

Pre-Requisites & Preclusions:

Prerequisites: BUSI 2101, BUSI 2121, BUSI 2702, or PSYC 2801 (with a grade of C or higher in each).

Course Description/Instructor's Statement

Carleton Calendar Description

Principles of working in and managing teams. Topics include self-awareness, team formation, team development, team dynamics, team leadership and team motivation.

Instructor's Description:

Principles of working in and managing teams. Topics include self-awareness, team formation, team development, team dynamics, team leadership and team motivation. Students will engage in a series of experiential exercises and applied learning opportunities to examine the structure and dynamics of teams with an aim to understand team building, team dynamics, team diversity, and managing team conflict. Through this course, students are encouraged to develop the analytic and interpersonal skills required to manage groups effectively.

Course Learning Objectives:

- 1. Understand** the theoretical background of social psychology and management in relation to teams
- 2. Communicate** perspectives on organizational team issues and theories through course assignments, tests, and presentations
- 3. Apply** organizational and psychological principles to diagnose organizational teams
- 4. Utilize** course content to navigate team dynamics and learn how to handle (potential) team conflict through the team project

Required/Optional Materials & Prices

Students are not required to purchase textbooks course. Assigned readings (either PDFs, links, or instructions on how to acquire the readings) will be posted on the course website under their corresponding week. You are required to purchase a course pack with materials required for two classes, amounting to approximately \$21.20 USD from the following link <https://hbsp.harvard.edu/import/1361677>

Grading Scheme

Class Involvement	10%
Pre-class preparation tasks	10%
Personal reflection assignment	35%
Team diagnosis project	45%
TOTAL	100%

Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!

Strategies for Success:

I commit to do everything I possibly can to create conditions that will promote your success. However, your success ultimately depends on you and the level of effort you are willing to commit to. I therefore outline a few simple strategies that can help guide you towards success in this course.

- **Complete the assigned readings and videos in advance.** You will be more comfortable during class when you have completed the assigned materials in advance. An important part of the classes will be the dialogue between you, your classmates, and me. Questions will be posed in a friendly, non-confrontational manner. Furthermore, we will use the classroom discussions to help you discover new ways of thinking about the material that you have studied, rather than as a test of whether you can recite the facts.
- **Attend all of the classes.** You will gain the greatest benefit out of this course when you make a commitment to attend all of the classes. I have designed the classes to make your attendance worthwhile. We will discuss concepts, complete exercises, examine

cases, and view videos that will demonstrate the real-life importance of various organizational concepts.

- **Write thoughtfully.** You will be happiest with the evaluation of your performance on the assignments when your work is clear, concise, creative, logically organized, grammatically correct, and free of spelling mistakes.
- **Keep me informed.** You will benefit from my help the most when you keep me informed about what your needs are. I am enthusiastic about giving feedback and answering questions. Please do not hesitate to come to my office hours to discuss any aspect of the course. In addition, you are responsible for notifying me immediately about any issues or problems that arise. I am here to help you succeed, but can only do that if I am made aware of any challenges or roadblocks impeding your success.

Course Format

The course involves 3-hours of in-class learning designed to supplement assigned readings, videos, and activities you are required to complete in your own time. In-class sessions will be broken up such that approximately half our time is spent discussing concepts in an immersive lecture format, and the other half is spent on interactive exercises, discussions, and activities designed to immediately engage you with course material. Classes require your active participation for the best learning experience. It is expected that you will have completed the assigned readings and watched videos posted prior to class, so that you can be actively involved in class exercises and discussions.

- **Suggested Time Commitment:** Each week, you are expected to dedicate 3-hours to in-class lectures and 3-6 hours to readings, assignments, and other course-related activities.

Course Schedule

*Topics and dates are subject to change

Week #	Week of	Topic	Due Dates for Assignments
1	January 7, 2026	Course overview and introduction	Course involvement
2	January 14, 2026	Effective Team Performance	Course involvement PCPT 1
3	January 21, 2026	The Interpersonal Side of Teams	Course involvement PCPT 2
4	January 28, 2026	Diagnosing Teams and Analysing Diagnostic Information	Course involvement Please bring a laptop with excel or SPSS installed Team contract due Feb 2nd, 11:59pm

5	February 4, 2026	Leadership in Teams	Course involvement PCPT 3
6	February 11, 2026	Communication and Collective Intelligence	Course involvement Your team must sign up for a meeting with me to discuss the final team project Initial diagnostic plan due Feb 15th, 11:59pm
Reading week: no class			
7	February 25, 2026	Global and Virtual Teams	Reflection assignment due March 1st, 11:59pm
8	March 4, 2026	Collaboration and Creativity	Course involvement Revised diagnostic plan due March 8th, 11:59pm
9	March 11, 2026	Conflict, Cooperation, & Care	Course involvement PCPT 4
10	March 18, 2026	Interteam relations	Course involvement
11	March 25, 2026	Team diagnosis presentations	Course involvement
12	April 1, 2026	No class (no this isn't an April fools)	Reports due April 4th, 11:59pm Peer evaluations due April 7th, 11:59

Late Assignments:

Deadlines are strict. Failure to meet deadlines will result in grade penalties of 3% per day. **Assignments more than 7 days (1 week) late will be considered missed.** Please note that technological problems do not justify late submissions. If you are concerned one of your assignments will be late, please get in touch with me **prior** to the due date! If you require an extension due to an extenuating circumstance, please also ensure to fill out the short-term consideration form:

<https://carleton.ca/registrar/academic-consideration-coursework-form/>

Details of Evaluations

Below is an overview of each deliverable, but please note further details for each will be provided as the semester progresses.

Course Involvement (10%)

Course involvement can be thought of as participation/attendance grades. Each class, you will have the opportunity to submit a class activity that is worth 1% per activity (these may be individual or in groups). If for whatever reason you cannot make a certain class, you should let me know **before** class. These are also an opportunity for you and me to check-in and assess your grasp of course content.

Pre-class Preparation Tasks (10%)

A number of the class exercises and cases that we will be doing throughout the term require brief, out of-class assignments to help with your pre-class preparations and/or post-class reflections. All details and expectations will be announced in class and on the course website. There are 4 Pre-Class Preparation Tasks (PCPT) throughout the semester. Therefore, each assignment is worth 2.5% each. They are all to be completed individually. As PCPTs are required for making the class effective, late PCPTs will not be accepted. Each PCPT will be due on the Tuesday, at 10am.

PCPTs will be marked based on completion – in other words, you will get the grade for completing them in a coherent manner and on time. I consider PCPTs as an extension of participation grades – they are essentially free grades as long as they are completed thoroughly and on time.

Personal Reflection Assignment

Students are responsible for synthesizing knowledge from weeks 1 to 6 in the form of a thought item. Identify any concept(s) we learned about, apply these to an example from your own life or from popular culture, and provide an extension of these principles. This assignment is an opportunity to demonstrate an understanding of organizational team knowledge and to further encourage critical analysis and extension of course topics. In a separate portion of the assignment, students will be required to reflect on their own participation in the group project for BUSI3105 thus far and identify areas for improvement moving forward. The reflection assignment will be due at the end of week 7, on Sunday, March 1st, at 11:59pm.

Group Diagnosis Project (45% of course grade; team-based)

Your team will be required to conduct a diagnosis of an actual working group, team, or small organization in Ottawa. This project will give you an opportunity to manage your own team processes, while also applying course concepts to better understand an existing, intact group. This project can be defined in several ways, but the primary goal is to increase your understanding of group processes based on the concepts we will learn throughout the course.

For this project you will be required to locate and gain access to an intact work group (in a business or professional organization) and then conduct a diagnosis that focuses upon topics covered in this course (e.g. team goals, team members' roles, team diversity, team rewards, decision-making, conflict, communication).

This assignment is an in-depth project, hence the reason it is worth such a large portion of your overall mark. It will consist of several different stages and components. I will provide a detailed set of assignment guidelines in the third week of class, and we will review each component at that time in detail. Briefly, the graded components of the project will include:

1. Your team will be formed in Week 3 and a team contract will be expected. This will be worth 5% of your overall grade, and is due at **11:59pm on February 2nd**. Details about what is expected will be posted on D2L.
2. An initial description of your team's diagnostic plan, goals, and the group you will be studying. This will be worth 5% of your overall grade and it is due at **5pm on February 15th**. Details about what is expected will be posted on D2L.
3. A revised description of your team's diagnostic plan, including details on the measures that you will administer and the analyses you will conduct. This will be worth 5% of your course grade and it is due **11:59pm on March 9th**. Details about what is expected will be posted on D2L.
4. The final report, which should contain all the details of your procedures and findings. It should be no more than 12 double-spaced, typed pages (excluding appendices). It is worth 15% of your course grade and it is due **11:59pm on March 31st**. Details about what is expected will be posted on D2L.
5. A final presentation, which should describe the key elements of your diagnostic plan and your findings. It will be worth 10% of your course grade. All presentations will be delivered on **week 11 (March 25th)**.

The group project will have a peer-evaluation component which is the final 5% of your grade. The peer-evaluation will be made available after the submission of the final paper and you will have 5 days to complete it (due April 8th, 11:59pm).

Use of Generative Artificial Intelligence

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes an academic integrity violation.

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				✓
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				✓
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				✓
BC4 Communication <i>Graduates will be effective and</i>				✓

<i>persuasive in their communications.</i>				
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</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).

Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend anyone 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 Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/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.

Grading

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

A = 85-89 B = 73-76 C = 63-66 D = 53-56

A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

F = Below 50

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:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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 Accommodation

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: [Pregnancy Academic Accommodation Information - Equity and Inclusive Communities](#)

Religious obligation

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: [Academic Regulations for Students with Religious Obligations < Carleton University](#)

Academic Accommodations for 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. 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: [Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities](#)

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. 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 – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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: carleton.ca/csas.

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 may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
