



**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 3105 A
MANAGING AND MOTIVATING TEAMS
WINTER 2017**

INSTRUCTOR: Dr. Maria Rasouli
CLASS TIME: Tuesdays 11:35 a.m. to 2:25 p.m.
CLASSROOM: SA 502
OFFICE HOURS: By appointment only
COURSE WEB PAGE: cuLearn
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COURSE PREREQUISITES

Registration in B.Com B.I.B. or Minor in Arts Management and BUSI 2101 or BUSI 2121 or BUSI 2702 with a grade of C or higher.

The School of Business enforces all prerequisites.

COURSE DESCRIPTION

This course explores the challenges and opportunities for managing the effectiveness of teams in organizations today. Topics include team formation, development, conflict, diversity and leadership. Extensive use is made of experiential learning in a team setting to help learners understand the theory and practice of team effectiveness.

BUSI 3105 is a core course in the School's concentration in Managing People & Organizations. While BUSI 3104 focuses on managing individuals and BUSI 3103 focuses on organizations, 3105 highlights the team. Students will learn fundamental concepts and develop relevant skills relating to teams in business settings.

CALENDAR DESCRIPTION

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

COURSE APPROACH

The class will be held in an interactive format and your ability to work in a team setting will be challenged and developed on a weekly basis. We will learn through lectures, readings, discussions, videos, class simulations, team competitions and individual assignments. Because this course is a highly interactive format, the effectiveness of this course depends on your commitment to interaction. For this course to succeed, you must prepare for all classes, attend all classes, contribute to class discussions and exercises, and thoughtfully complete assignments.

TEXT

- Lencioni, Patrick (211). The five dysfunctions of a team. San Francisco, CA: Jossey-Bass.
- A series of journal articles and book chapters are assigned for each week. The assigned articles and book chapters are available at Carleton University Library Electronic Reserve system, Ares (Follow the link to Ares at the course cuLearn site).

LEARNING OUTCOMES

1. Following the completion of the course, you should be able to: Recognize, define, and discuss the terminology, concepts, basic principles, analytic techniques, and theoretical underpinnings of managing teams in a business setting.
2. Recognize the importance of teamwork and understand the impact that effective teamwork can have in a business setting.
3. Identify and assess teamwork challenges in real-life business situations using the appropriate terminology, concepts, basic principles, analytic techniques, and theoretical knowledge.
4. Develop reasonable solutions to teamwork challenges using the appropriate terminology, concepts, basic principles, analytic techniques, and theoretical knowledge.
5. Analyze and assess your own teamwork skills in business settings.
6. Reflect on your learning from the course and formulate strategies for developing your teamwork skills.

EVALUATION

1. Class Participation & Contribution	10%
2. Personal Teaming Reflection	10%
3. Test #1	25%
4. Test #2	25%
5. Term Project & Presentation	25%
6. Team Member Evaluations	5%

Total	100%
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1. Class Participation & Contribution (10%)

Throughout the course you will be expected to come to class each week prepared to participate in class activities that will test your understanding of teamwork and help you to identify areas for improvement as a team member. It is imperative that you attend class and engage fully in activities in order to receive a high grade in this component. You must be present in class and complete the personal teaming profile to receive credit for this grade. To assess this component this class may use weekly quizzes that follow the lecture. See CuLearn on personal teaming profile to understand the criteria for this assignment.

2. Personal Teaming Reflection (10%)

The personal teaming reflection is designed to help you reflect, analyze and diagnose your potential and performance as a team member. In this report, you will reflect on what you have learned in this class and how you have grown as a teammate. As a starting point, refer back to your Personal Profile (the first four weeks exercises) and compare who you thought you were as a teammate to what your experiences and feedback showed you this term (use your evaluations and comments from team members as a basis for comparison). You will be expected to apply the theories and research discussed in class to your own experiences (with a focus on the final

term project). You will be expected to go beyond a basic understanding of the theory and demonstrate your ability to apply the course material to real life experiences. This report will be in the form of a written paper of no more than 1000 words. Details are provided on CuLearn.

3/4. Test 1-2 (25% each and worth 50% of your final grade)

There will be two in-class tests held during the term. The tests will be in the short answer question format and based on the assigned book chapters and articles, weekly lectures, videos and in-class discussions and activities. More information on the format of the test will be provided in class.

5. End of Term Project and Presentation (15% report + 10% presentation= 25%)

For the second half of the semester, you will be placed on a team of 5-7 students. This particular project will require the team work together on a complex and challenging task. In the workplace, teams are often used to solve the most complex and ambiguous of business problems. This project will require creativity, a variety of skills, and hard work and your teams' performance will be evaluated competitively with the other project teams in the class. Each team will submit a written report of no more than 7 pages analyzing your work as a team. Be sure to support your analysis using strong academic references. The team will also be responsible for presenting the project work to the class in an engaging and creative manner. A portion of your individual grade on this project will be tied to team member evaluation. Further details are provided CuLearn.

6. Team Member Evaluation (5%)

For the second half of the semester you will be put on a team and your effectiveness as a teammate will be evaluated by both the instructor and your peers. This 5% of your grade is directly related to how much your teammates want to work with you. See CuLearn to understand the criteria for evaluation on team member evaluations.

Staying on top of your deadlines (CuLearn)*

Information on weekly assignments and other general information will be communicated during class on a regular basis. However, weekly readings, critical additional information, updates about the class and details regarding upcoming assignments will be posted to the course webpage (<https://www.carleton.ca/culearn/>). **It is your responsibility to visit CuLearn regularly.**

*Deadlines are strict. Failure to meet deadlines will result in grade penalties of 10% per day.

Assignments more than 7 days (1 week) late will be considered missed. The quality of your writing is an important component of effectively presenting your "ideas". If you need or would like coaching on your writing skills, help is available to you at the writing tutorial service (WTS) at www.carleton.ca/wts/.

Course Agenda

Week/dates/topic	Reading/Assignments
Week 1 (Jan 10) - An Introduction to Team, Teaming & Team Effectiveness - Review of Course Outline	1. Katzenbach, J, & Smith,D. (2003). The discipline of Teams. <i>Harvard Business Review</i> , 71, 111-120. 2. Edmondson, A. (2012). Teamwork On the Fly. <i>Harvard Business Review</i> , April, 72-80. 3. Coutu, D. (2009). Why teams don't work: An interview with J. Richard Hackman. <i>Harvard Business Review</i> , 87(5), 98-105.
Week 2 (Jan 17) Designing/Forming Teams	1. Wageman, R. (1997). Critical success factors for creating superb self-managing teams. <i>Organizational Dynamics</i> , 26(1), 49-61. 2. Hackman, R. (2002). New Rules for Team Building. <i>Optimize</i> , 50- 62. 3. Watkins, M. (2016). Leading the team you inherit. Harvard Business Review. June, 60-68
Week 3 (Jan 24) Enhancing Team Performance - Leadership	1. Trent, R.J. (2004). Team leadership at the 100-foot level. <i>Team Performance Management</i> , 10(5/6), 94-103. 2. Hackman JR. Rethinking team leadership or Team leaders are not music directors. In: Messick DM, Kramer RM New directions in the psychology of leadership. Mahwah, NJ: Lawrence Erlbaum ; 2005. pp. 115-142.
Week 4 (Jan 31) Enhancing Team Performance - Psychological safety - Team learning and dealing with Failure	1. Chapter 4: Make it Safe to Team Edmondson, A. (2012). Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy. San Francisco, CA: Jossey-Bass. 2. Chapter 5: Failing Better to Succeed Faster Edmondson, A. (2012). Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy. San Francisco, CA: Jossey-Bass.

	3. Edmondson, A., Bohmer, R., & Pisano, G. (2001). Speeding up team learning. <i>Harvard Business Review</i> . October, 125-133.
Week 5 (Feb 7) - Team development - Team culture/diversity	1. Gratton, L. & Erickson, T. (2007). Eight ways to build collaborative teams. <i>Harvard Business Review</i> . November, 101-110. 2. Levy, P. (2001). When good teams go wrong. <i>Harvard Business Review</i> . March, 51-60. 3. Brett, J., Behfar, K. & Ken, M (2006). Managing multicultural teams. <i>Harvard Business Review</i> . November, 85-92.
Week 6 (Feb 14)	<u>Test #1 (25%) covers weeks 1-5</u>
Week 7 (Feb 28) Enhancing Team Performance - Team Dynamics - Communication	1. Chapter 6: Teaming across boundaries Edmondson, A. (2012). <i>Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy</i> . San Francisco, CA: Jossey-Bass. 2. Pentland, A. (2012). The new science of building great teams. <i>Harvard Business Review</i> . April, 60-71. 3. Huckman, R. & Staats, B. (2013). The hidden benefits of keeping teams intact. December, 27-30.
Week 8 (March 7) Enhancing Team Performance - Decision making - Creativity	1. Paganowsky, M. (1995). Team tools for wicked problems. <i>Organizational Dynamics</i> , 23(3), 36-51. 2. Frisch, B. (2008). When Teams Can't Decide. <i>Harvard Business Review</i> , 86 (11), 121-126. 3. <u>TBD creativity</u>
Week 9 (Mar 14) Team problems - Trust - Conflict	1. Lencioni, P. (2002). <i>The five dysfunctions of a team</i> . San Francisco, CA: Jossey-Bass. 2. Eisenhardt, K.M., Kahwajy, J.L. & Bourgeois, L.J. (1997). How management teams can have a good fight. <i>Harvard Business Review</i> , 75(4), 77-85. 3. Toegel, G. & Barsoux, J-L. (2016). How to preempt team conflict. <i>Harvard Business Review</i> . June, 79-84.

Week 10 (Mar 21) Team problems - Commitment - Accountability - Results	1. Lencioni, P. (2002). The five dysfunctions of a team. San Francisco, CA: Jossey-Bass. 2. Halvorson, H. G. (2014). Get your team to do what it says it's going to do. Harvard Business Review, 92 (5), 82-87.
<u>Test #2 (25%) (covers weeks 7-10)</u>	
Week 11 (Mar 28)	<ul style="list-style-type: none"> • Guest speaker • Team presentations (10%)
Week 12 (April 4)	<ul style="list-style-type: none"> • Guest speaker • Team presentations (10%) • Due: Term Project report (15%) • Due: Team member evaluations (5%)
April 7 th	<ul style="list-style-type: none"> • Due: Personal Teaming Reflection (10%)

*While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.

FND:

To reduce instances of miscommunication Carleton introduced a grade FND (Failure with No Deferral) to be assigned to students who fail to meet the minimum in-term performance standards explicitly set out in the outline and applied consistently (i.e., there is no other hidden criteria).

Please include something along the following in the course outline (note this is only an example...you can determine your own criteria for satisfactory in-term performance):

Satisfactory In-term Performance

1. Unless otherwise stated below in item #2, the requirement for Satisfactory In-term Performance is set at 50% of all, not each, pre-final term work (i.e. assignments, participation marks, tests etc.).
2. The criterion/criteria and the standard(s) for Satisfactory In-term Performance are as follow(s):
 - a. <insert list here if applicable>
3. Unsatisfactory In-term Performance in this course will lead to failure in this course (regardless of the performance at the Final exam or final project)
Yes No

4. FND grade in this course (in case of missed Final exam or project)

ADDITIONAL INFORMATION

Course Sharing Websites

Student or professor 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 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 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, follower-ship 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.

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

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Etc.

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 Accommodations

For Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic

accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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. Penalties may include; a grade of Failure in 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: <http://carleton.ca/studentaffairs/academic-integrity>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you’re having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to

discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/support-services/>

Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

Important Information:

- Students must always retain a hard 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, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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