



CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 3105 A
WINTER 2019
MANAGING AND MOTIVATING TEAMS

INSTRUCTOR:	Dr. Robert Smart
OFFICE:	1013DT
OFFICE HOURS:	Tuesdays 2:30-3:30pm or by appointment
E-MAIL:	robert_smart@carleton.ca
CLASS TIME:	Mondays 6:05pm – 8:55pm
CLASSROOM	UC 282
COURSE WEB PAGE:	CuLearn at https://www.carleton.ca/culearn/

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

Prerequisite(s): [BUSI 2101](#) or [BUSI 2121](#) or [BUSI 2702](#) with a grade of C or higher

Lectures three hours a week. **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.

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 in 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

Edmondson, A. (2012). *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*. San Francisco, CA: Jossey-Bass.

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 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.	Participation & Retention	10%
2.	Personal Teamwork Profile – Start of Term	5%
3.	Team Context Report	15%
4.	Term Project & Presentation	
	A. Individual Research Report	17.5%
	B. Team Presentation & Report	17.5%
5.	Team Member Evaluations	10%
6.	Final Exam	25%
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Total		100%

1. **Participation & Retention** – worth 10% of your final grade.

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 to receive credit for this grade. To assess this component this class may use weekly quizzes that follow the lecture. *See CuLearn to understand the criteria for evaluation on preparation and participation grade.*

2. **Personal Teamwork Profile** - worth 5% of your final grade

The personal teamwork profile is designed to help you reflect, analyze and diagnose your potential as a team member. This report will be no more than 1000 words in total. You will explore the question, “What am I like to work with as a teammate?” You will discuss the results of a variety of tests focused on your personality and interpersonal skills in a team setting. Pay particular attention to the quality of your appendices for this submission. *See CuLearn to understand the criteria for evaluation on personal profile assignments.*

3. Team Context Report – worth 15% of your final grade

The team context report is designed to help your team examine how team context impacts inputs, processes and outcomes in the team effectiveness model. “Teams operate in contexts that facilitate or hinder their functioning” (Mathieu et al., 2008). Together with your project team you will be required to explore the literature on team context and compare your findings with the experiences of real world teams. Further information on this project report will be provided in class.

4. End of Term Project and Presentation - worth 35% of your final grade*

For the second half of the semester, you will be placed on a team of 6-8 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.

- a. **Individual Research Component (17.5%):** Each team member will submit their own unique written report of no more than 5 pages analyzing the topics from the course that had a major impact on your team’s effectiveness on the project. Be sure to support your analysis using strong academic references and specific examples of teamwork.
- b. **Team Project Report (17.5%)** 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 may be tied to team member evaluation. *Further details will be provided CuLearn.*

5. Team Member Evaluation – worth 10% of your final grade.

Throughout the course you will be put on multiple teams and your effectiveness as a teammate will be evaluated by both the instructor and your peers. This 10% of your grade is directly related to how much your teammates want to work with you. Each time you work on a team, you will be evaluated for your contributions. *See CuLearn to understand the criteria for evaluation on team member evaluations.*

6. Final Exam - worth 25% of your final grade

The Final Exam will be held in the final exam period. The test will focus on the connection between the weekly lectures, weekly readings, in-class discussions, videos, activities and in the assigned book for the term, up to and including the material covered during the semester. You will be responsible for contributing to your team’s preparation for the final exam. *More information on the format of the test will be provided in class.*

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	Readings/Assignments*
Week 1 (Jan 14)	An Introduction to Teaming & Team Effectiveness.	Teaming (Edmondson) Assigned Readings. • Due: Executive team applications
Week 2 (Jan 21)	Forming the team & Framing the task <ul style="list-style-type: none"> ▪ Designing the team ▪ Performance criteria 	Teaming (Edmondson) Assigned Readings. • Due: Team Member Profile (5%)
Week 3 (Jan 28)	Team Diversity & Psychological Safety <ul style="list-style-type: none"> ▪ Communicating across cultures ▪ Diversity 	Teaming (Edmondson) Assigned Readings.
Week 4 (Feb 4)	Team Learning & Communication <ul style="list-style-type: none"> ▪ Learning ▪ Communication 	Teaming (Edmondson) Assigned Readings.
Week 5 (Feb 11)	Team Development & Dealing with Failure <ul style="list-style-type: none"> ▪ Facilitating teamwork ▪ Emotion in teams 	Teaming (Edmondson) Assigned Readings.
February 18-22 Reading Week (No Classes)		
Week 6 (Feb 25)	Team context <ul style="list-style-type: none"> ▪ Understanding Team Boundaries ▪ Technology and Teaming 	Teaming (Edmondson) Assigned Readings
Week 7 (Mar 4)	Managing team conflict <ul style="list-style-type: none"> ▪ Fault lines 	Assigned Readings. Due: Team Context Project (15%)
Week 8 (Mar 11)	Decision making in teams <ul style="list-style-type: none"> ▪ Creativity 	Assigned Readings.
Week 9 (Mar 18)	Team Climate & Culture <ul style="list-style-type: none"> • Changing your team 	Assigned Readings. Due: Project Progress Report
Week 10 (Mar 25)	Team Leadership <ul style="list-style-type: none"> • Running team meetings 	Teaming (Edmondson, 2012) Assigned Readings.
Week 11 (Apr 1)	Teamwork Outcomes <ul style="list-style-type: none"> ▪ Measurement ▪ 	Assigned Readings. Due: Term Project Report (15%)
Week 12 (Apr 8)	Term Project Presentations	Assigned Readings. Due: Individual Research Report (15%)

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

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 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			

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

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

Pregnancy 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: carleton.ca/sexual-violence-support

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 cooperation 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 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/>.

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 are 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/learning-support/>

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 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, 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 <http://carleton.ca/ccs/students/>
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