



**Management 5113
Managing Teams
Winter 2015**

Instructor: Dr. Rebecca Leaver
Phone: (613) 230-5552
Email: rleaver@magma.ca
Office Hours: To be determined
Course time & location: Monday 6:00-9:00 PM, Room 1006 Dunton Tower

Course Description and objectives:

The objective of this course is to provide an overview of key constructs, theoretical models and practical application of managing teams.

The course examines the factors affecting team performance including the manager him/herself, team development, team processes, organizational practices that support teams, potential team interventions and other unique challenges of managing teams. The purpose of this course is to enhance students' team management skills. There will be a particular focus on the practice (as opposed to the art or the science) of managing. Since managing is essentially a relationship an important theme will be communication, including the practice of listening.

Learning skills involve conceptualizing and experiencing, practicing and learning from that practice, expressing yourself and analyzing that expressed behaviour. Much of the class time and assigned work will require students to work in teams. To effectively learn new team skills, students must be willing to critically examine their own behaviour, feelings and reactions. Students are required to use a learning journal as a tool to aid in reflective learning.

The instructor's role is to help students learn from their experiences. Each student is responsible for her or his own learning. What a specific person learns depends on his or her own base skills, needs, readiness, and the relationships she or he develops with other members of the class. It also depends very heavily on the investment that he or she is willing to make in preparing for and participating in the classroom exercises. Learning potential is maximized when all participants communicate their perceptions and feelings honestly and directly. The book *Difficult Conversations: How to Discuss What Matters Most* will serve as a reference for developing the skills necessary to communicate in class and managing teams.

The centerpiece of the course is Simply Managing by Henry Mintzberg
'One size fits all' does not apply to managing human systems – the course will explore how the conflation of context, individual skills and task affect managing teams.

Since teams are in fact conglomerates of individuals we will explore how individuals respond. Textbooks were selected for their value as practical additions to professional tool kits.

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.

Prerequisite(s): [MGMT 5100](#), or MGMT 5101 and MGMT 5102.

Textbook(s):

Students are responsible for acquiring the following texts for the course:

Simply Managing by Henry Mintzberg;

Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, et.al.

All texts are available at Octopus Books, 116 Third Avenue

Drop Course Policy

The deadline for academic withdrawal is the last day of classes (each term).

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

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 instructor 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.

Person with Disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

Religious Observance

Students requesting academic accommodation on the basis of religious observance 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 academic 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 or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Class Format:

The format of the class will be a combination of lecture/discussion and participatory exercises including case studies, panel discussions, team presentations and experiential exercises. Class participation is a significant part of your final grade. Each student is expected to be an active participant in each class session to demonstrate understanding and critical thinking on readings and experiences in the classroom. Attendance is mandatory since what happens in class is not a rehash of readings. If you have an emergency and cannot attend class please notify me as much in advance as possible. It is important that we begin class on time – once class has started the door will be shut and you may not enter until the break. It is expected that students will take responsibility for their own learning, please consider this to be an analogue to your present and future professional endeavours.

Information Relevant to Completion of Assignments:

Written submissions should be your *original* work. For help and clarification of this you are strongly encouraged to consult the document "*Paper Formatting & Documentation Guidelines*" on the Spratt website.

Page limits indicated for written assignments are non-negotiable, i.e. a one page submission for a five page assignment will be deemed insufficient. Material beyond the stated limit will not be read and the initial part of the submission will be judged on its merits.

For fairness and comparability all take-home written work must be submitted typed, double-spaced, on letter size paper with 2.5 margins, in Times New Roman 12, Arial 11 or equivalent font.

Note that in addition to content all written work will be graded for grammar, spelling, writing style, and organization of material.

Deadline extensions will not be granted and late assignments (those handed in after class has started) will not be accepted. University approved reasons (e.g. medical grounds with appropriate documentation) are the only exception.

Grading Scheme:

Class preparation and participation	10%
Essay/exam (take home)	30%
Team project	40%
Individual learning summary	20%
<hr/>	
TOTAL	100
%	

NB: Some important directions :

• Formulate a carefully thought out and serious question with regard to the management of teams. This “Learning Question” will direct your learning for the course so make certain that it involves something truly important and relevant to you. The question will be the fulcrum on which you will build a project and write a report for 40% of your grade. Ideally this project will constitute practical application of the concepts covered in course content.

- Start reading *Simply Managing* now as we will reference it throughout the duration of the course. The mid-term exam consists of a take home essay in which you will be required to integrate and/or challenge Mintzberg’s ideas within the context of managing a team.
- Start reading *Difficult Conversations* now, for the same reasons given above. This book is a tool for effective communications, a key for managing teams. You will be expected to apply the concepts during class discussions as well as on the mid-term exam.

• You will be working in teams on various activities throughout the duration of the class. To help you learn from and process these experiences you are expected to keep a learning journal. Learning journals are a methodology for reflective learning and an outstanding tool to help you manage a team going forward. They enable individuals to:
1) process experience; 2) take perspective on experience; 3) move to a place of deeper understanding of ones self and others; 4) clarify positions; and 5) decide if/what/how to communicate information.

Important Dates:

- Take home essay/exam due March 30
- Team presentations due April 6
- Individual learning summary and critique of team project due April 6.

Week	Date	Topic/Agenda	Pre-class Prep
1	03/02	<p>“As the World Turns”: Teams (and classes) function on the axis of effective communication therefore we begin with an overview of the semester, clarify expectations and define constituents of teams and the components of effective teams. Additionally we will review ideas about managing <i>per se</i>. Introduction to and use of Learning Journals will be covered</p> <p>The importance of “Expectations Conversations” to team effectiveness. Team membership assigned.</p>	<p>Read “The Discipline of Teams” by J.R. Katzenbach and D.K. Smith Harvard Business Review March 1993 pp. 111-120“ <u>Using the definition of ‘teams’ in this article, come to class with an example of the best team you’ve ever experienced.</u> It can be work related or from some other area of your life (e.g. athletics or music)</p> <p>Read : Appreciative Inquiry as a Team Development Intervention” by Gervase Bushe, Ph.D. (available on-line)</p> <p><u>Come to class prepared to present your “Learning Question” regarding management of teams.</u></p>
2	03/09	<p>“The Doctor is in 5 Cents”: Diagnosing the health of a team and what to do about it. The four “pulses” of a team will be explored. The significance of context to managing a team: organizational culture; team task/goals; maturity level of group. Communication & managing.</p>	<p>Read Mintzberg chapters 1, 2, & 3; Read <i>Difficult Conversations</i> pages 1-82</p>
3	03/16	<p>“Square Pegs in Square Holes”: The importance of the right fit for team members vis a vis motivation, productivity. Tuckman’s model of group development will be covered.</p>	<p>Read “Time & Transition in Work Teams: Toward a New Model of Group Development” by C.J. Gersick, Academy of Management Journal, 1988 Vol. 31, no.1 pp. 9-41; Read <i>Difficult Conversations</i> pages 83-128</p>
4	03/23	<p>“Make it so Mr. Data”: Management as a practice; experiential activity</p>	<p>Read: Mintzberg chapters 4, 5, 6</p>

5	03/30	<p>“Holacracy: Are managers an endangered species?” Panel discussion/debate on whether this is a useful practice or the latest management fad.</p>	<p>Listen to TED talk by Brian Robertson “Holacracy” <u>Take home essay due</u></p>
6	04/06	<p>Team presentations on Learning questions</p>	<p>Teams present their responses to the learning question. <u>Reports and individual learning summary due.</u></p>