



Carleton
University

Sprott
School of Business

CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 3105A
WINTER 2023
MANAGING AND MOTIVATING TEAMS

Instructor: Chelsie Smith

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Office Hours: TBD

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Modality: In person, Lectures 3 hours a week

Pre-requisites: BUSI 2101, BUSI 2121, BUSI 2702, *or* PSYC 2801 (with a grade of C or higher). *The Sprott School of Business enforces all prerequisites.*

COURSE 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 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, BUSI 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 designed to be highly interactive, the effectiveness of this course depends on your preparation, presence, and commitment. For this course to succeed, you must prepare for all classes, attend all classes, contribute to class discussions and exercises, and thoughtfully complete assignments.

LEARNING OUTCOMES

Once you have successfully completed the course, you should be able to:

1. 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.

TEXTBOOK

Edmondson, A. C. (2012). *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*. John Wiley & Sons.

* Please note: The textbook in its entirety is [available online through the MacOdrum Library](#).

Additional required readings can be found on the course schedule. All can be accessed through the MacOdrum library.

I will post instructions on the Brightspace page indicating how to access your readings.

EVALUATION

1. Class Participation	10%
2. Guide to Working with Me	5%
3. Teaming Thought Paper	15%
4. Term Project and Presentation	
Individual Research Component	15%
Group Analysis and Presentation Component	15%
5. Team Member Evaluations	10%
6. Final Exam	30%

Total	100%
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1. Class Participation (10%)

Being a strong team member requires that you show up to work adequately prepared and ready to engage fully in your tasks. This semester, the same will be expected of you each week. You will be expected to come to class every Friday having done the readings and prepared to participate in the class activities. These activities are designed to test your understanding of teamwork and to help you identify areas for improvement as a team member. It is imperative that you attend class and engage fully in class activities to receive strong participation marks. To assess this component, short written summaries of the activity and your participation in it may be required. *Further details on the criteria for evaluation will be discussed in class and posted on Brightspace.*

2. Guide to Working with Me (5%, Due February 3rd)

Developing a “Guide to Working with Me” is a way of introspecting about what aspects of your personality and work style make it easier or more challenging for others to work with you. The objective of this assignment is to produce a document of 750-1,250 words that could be given to teammates of yours (either now or in the future) to let them know how to work with you to achieve the best results from your collaborations. *Full details on the writing prompts to be used and the evaluation criteria will be posted on Brightspace and discussed in class.*

3. Teaming Thought Paper (15%, Due March 10th)

Throughout all tasks that teams tackle, they will have some successes and some areas to improve upon. The objective of this thought paper is to have you reflect on your participation in our in-class activities and to identify themes from class that led to both a success and an area of improvement. It will be important for you to integrate ideas that you have learned about through our lectures, readings, and further external research, to identify what prompted these successes and challenges. *Full details on the writing prompts to be used and the evaluation criteria will be posted on Brightspace and discussed in class.*

4. Term Project and Presentation

For the term project, you will be placed in a group of 4-6 individuals. The term project requires you to watch one of several films dealing with the teaming and many of the concepts that you have learned about in this course. After viewing this film, you will analyze its contents, and will each produce an individual research paper linking contents and themes from the film to concepts you have learned in this course. Then, as a team, you will provide an overarching analysis of the fictional team’s functioning and, acting as though you were management consultants, produce recommendations for how to maximize functional teaming aspects they display and for how to overcome challenges this team is facing. Together, you will present your case study and recommendations to the class. *Further details as to the list of films, details of the assignment, and evaluation criteria will be discussed in class and posted on Brightspace.*

a. Individual Research Component (15%, Due March 24th)

Each team member will submit their own unique written report (1,000-1,500 words) linking contents and themes from the film to concepts you have learned in this course. Be sure to provide adequate empirical support for your

analysis using strong academic references, including to at least one peer-reviewed research article not provided in class.

b. Group Analysis and Presentation Component (15%, Due March 31st)

The team will be responsible for synthesizing the information from the separate individual research components to provide guidance as to how to maximize functioning in the fictional film team in the future. Together, you will present your case study findings and recommendations to the class.

5. Team Member Evaluations (10%, Due April 12th)

Throughout the course, the effectiveness of the teams you work on will be dependent upon the effectiveness of the members within it. Although not everyone will naturally be an amazing teammate, these skills can be learned. You will be asked to evaluate and provide feedback on your teammates' effectiveness, and they will do the same for you. Half of this mark (5% overall) will reflect your teammates' perceptions of you as a team member, the other half of this mark (5% overall) will reflect the extent to which the feedback you provide to your teammates is thoughtful and constructive. *Further details will be provided in class and on Brightspace.*

6. Final Exam (30%)

The final exam will take place during the final exam period in April. This closed book test will draw from lecture material, assigned readings, in-class discussions, and activities, from across the term. *More information on the format of the exam will be provided in class.*

** Please note: **Deadlines are strict.** Any late submission will result in grade penalties of an absolute 10% per day (e.g., a 76 becomes a 66). Assignments more than 7 days (1 week) late will be considered missed.*

Staying on top of your deadlines (Brightspace)

Information on all assignments and other general information will be communicated during class often. However, weekly readings, critical additional information, updates about the class, and details regarding upcoming assignments will be posted on the course webpage. *It is your responsibility to visit our class Brightspace page regularly.*

Help with Writing

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 [Centre for Student Academic Support](#).

Help with Citations

APA formatting will be required for all assignments. If you are unfamiliar with APA, [OWL Purdue](#) is a great first resource. *Remember that not knowing how to cite and/or not citing appropriately by mistake are **not** valid excuses for violating Carleton University's Academic Integrity Policy (see more about this below).* If you have any questions or concerns about citations in particular, please send me an email or talk to me in class.

COURSE AGENDA*

Week/Dates	Topic & Activity	Readings/Assignments
Week 1 (January 13)	<p><i>Topic:</i> An Introduction to Teaming and Team Effectiveness</p> <p><i>Activity:</i> Code of Conduct</p>	<p>Katzenbach & Smith (2003)</p> <p>Edmondson (2012)</p>
Week 2 (January 20)	<p><i>Topic:</i> Forming the Team & Framing the Task</p> <p><i>Activity:</i> GeoGuessr</p>	<p>Edmondson (2012) – Ch. 2 (pp. 45-56)</p> <p>Wageman (1997)</p> <p>Hackman (2002)</p> <p>Edmondson (2012) – Ch. 3</p>
Week 3 (January 27)	<p><i>Topic:</i> Psychological Safety and Team Diversity</p> <ul style="list-style-type: none"> • Psychological Safety • Voice & Silence • Diversity & Belongingness • Trust & Trustworthiness <p><i>Activity:</i> HEXACO</p>	<p>Edmondson (2012) – Ch. 4</p> <p>Work Life: Is it safe to speak up at work?</p> <p>Work Life: How to trust people you don't like</p>
Week 4 (February 3)	<p><i>Topic:</i> Team Learning & Communication</p> <ul style="list-style-type: none"> • Embracing Failure • Communication Competencies & Barriers <p><i>Activity:</i> Strategy Development</p>	<p>Due: Guide to Working with Me</p> <p>Edmondson (2012) – Ch. 5</p> <p>Work Life: The creative power of misfits</p>
Week 5 (February 10)	<p><i>Topic:</i> Team Development & Team Emotions</p> <ul style="list-style-type: none"> • Facilitating Teamwork • Giving Strong Feedback • Emotions in Teams <p><i>Activity:</i> Rapid Response</p>	<p>Edmondson (2012) – Ch. 7</p> <p>Porter (2017)</p> <p>Jensen (2020)</p>
Week 6 (February 17)	<p><i>Topic:</i> Decision Making in Teams</p> <ul style="list-style-type: none"> • Decision-Making Biases • Groupthink • Sensemaking 	<p>Sunstein & Hastie (2014)</p> <p>Weick (1996)</p> <p>HBR Explainer: How Management Teams Can Have a Good Fight</p>

	<i>Activity:</i> Term Paper Topic Selection	
February 24 — Reading Week (No Class)		
Week 7 (March 3)	<p><i>Topic:</i> Managing Team Conflict</p> <ul style="list-style-type: none"> • Attribution • Incivility • Communication Breakdown <p><i>Activity:</i> Term Paper Team Time</p>	<p>Jana & Baran (2021) – Ch. 1, 2, & 3</p> <p>The Decision Lab: Fundamental Attribution Error</p> <p>Work Life: The Science of Productive Conflict</p>
Week 8 (March 10)	<p><i>Topic:</i> Team Climate & Culture</p> <ul style="list-style-type: none"> • Climate & Culture • Change <p><i>Activity:</i> Culture Spotting</p>	<p>Due: Thought Paper</p> <p>Watkins (2013)</p> <p>Edmondson (2013)</p>
Week 9 (March 17)	<p><i>Topic:</i> Team Context</p> <ul style="list-style-type: none"> • Team Boundaries • Technology & Virtual Teaming <p><i>Activity:</i> Peer Edits & Feedback</p>	<p>Edmondson (2012) – Ch. 6</p> <p>Work Life: How Science Can Fix Remote Work</p> <p>HBR Explainer: How to Collaborate Effectively If Your Team Is Remote</p> <p>Work Life: How to Love Criticism</p> <p>Work Life: Bouncing Back from Criticism</p>
Week 10 (March 24)	<p><i>Topic:</i> Team Leadership</p> <ul style="list-style-type: none"> • Emergent Leadership • Leadership Styles <p><i>Activity:</i> Leftovers <i>or</i> Term Paper Team Time</p>	<p>Due: Term Paper – Individual Research Component</p> <p>Edmondson (2012) – Ch. 8</p> <p>Grant (2014)</p>
Week 11 (March 31)	<i>Activity:</i> In-Class Presentations	Due: Term Paper – Group Analysis
Week 12 ** (April 12)	<i>Topic:</i> Final Exam Review & Course Wrap-Up	

* Although every effort will be made to keep the schedule as listed above, unforeseen circumstances may require that the agenda be modified over the course of the term.

** Please Note: April 12th is a Wednesday. The University has designed the schedule so Friday classes will take place on this final Wednesday, instead of during their usual timeslot, due to the Easter holiday.

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
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
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>			X	
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>			X	

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.

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

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:

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 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/>

COVID-19 INFORMATION

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety

requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.
