



MGMT 5113 I

Managing Teams (0.25 credit)

Summer 2022

Instructor: Jim Neubauer
Office: Do not have an office on campus
Phone: Cell: 613-761-2760 / Business: 613-258-9789
Email: jim.neubauer@sympatico.ca or jimneubauer@cunet.carleton.ca
Office Hours: By phone or email – please email in advance to set up a time

Class Day/Hours: Monday 6:05 to 8:55 pm (3 hours in-person)

Class Location: 4050 NI (Nicol Building)

Learning Modality: In total, attending class for this course will require the following approximate time commitment (excluding readings and assignments):

- __ hours in-person (*i.e., remote attendance not possible*)
- 3 hours HyFlex (*i.e., delivered in-person; remote attendance possible*)
- 3 hours online, synchronous (*i.e., delivered in real-time*)
- __ hours online, asynchronous (*i.e., recorded content*)

Information for Remote Learners

Choose one of the following:

This course will employ *HyFlex delivery*. Although in-person attendance is preferred, remote learners will be able to participate remotely via Zoom.

Please note that core and concentration courses must provide a way for remote learners to complete the course. Elective courses can be delivered entirely in-person if HyFlex is not feasible.

Course 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.

A Note on the Approach to Learning:

The purpose of this course is to enhance students' team management skills. Learning skills involves conceptualizing and experiencing, practicing and learning from that practice, expressing yourself and analyzing that expressed behaviour. To learn skills, you must practice them. Consequently, 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.

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. Lack of participation inhibits your own and others' learning.

Textbook, Simulation and Reading(s):

1) Textbook – On Reserve: Lencioni, Patrick (2002). *The five dysfunctions of a team*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6075-9. **The book is an easy read and is required to have been completed in time for in-class discussions starting March 30th and onwards.** While it is not necessary to purchase this book, you will need to have the ability to read it and be familiar with the story, themes and dysfunctions. It is available in hard copy and as an e-book.

2) Simulation: Students will be provided access to the following on-line simulation through ARES. **The simulation will be completed in class.**

Harvard Business School **Leadership and Team Simulation: Everest V3** Michael A. Roberto; Amy C. Edmondson 8867-HTM-ENG

3) Assigned Articles and/or Cases: Will be accessed through ARES.

- a) Should This Team Be Saved? (HBR Case Study), Hollis Heimburch
- b) Strategies for Building Effective Virtual Teams: Trust is Key (HBR Article), Robert C. Ford; Ronald F. Piccolo; Loren R. Ford.
- c) When Bad Things Happen to Good Teams (HB Excerpt from How to Build Teams That Lead, Innovate and Succeed), Deborah Ancona and Henrik Bresman

Grading Scheme:

Group – Team Charter	10%
Individual Everest Assignment	10%
Self /Peer /Course Evaluations	23%
Contribution to Class	12%
Team Project & Presentation	40%

TOTAL 100%

Missed Assignments, Deferred Final Presentation and Written Deliverable:

**** If you have a unique situation as a result of COVID – please contact me immediately by email so we can determine the best course of action.** Students

unable to complete course deliverables and/or participate in the final presentation and/or contribute to the final assignment because of illness or other circumstances beyond their control, must contact the instructor and the MBA office in writing to determine alternate arrangements. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

Classroom Activities:

Please note that this is a highly interactive course, which requires teamwork and collaboration as a full class as well as in smaller assigned teams. There are several interactive activities, which do require some physical activity and mobility, making verbal presentations, and using various mediums for learning. If you have concerns about your ability to engage in these activities for any reason, please contact me directly and we can discuss how to best support your engagement in a way that is meaningful and effective for learning in the course.

Exam date:

There is NO EXAM for this course however there is a final team project with a presentation and written deliverable.

Contribution to Program Learning Goals (MBA):

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught <u>and</u> Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>				✓
MB2 Communication <i>Graduates will be effective communicators</i>			✓	
MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
MB4 Functional Knowledge <i>Graduates will have functional knowledge of all areas of business.</i>		✓		

MB5 Global Business <i>Graduates will have an appreciation of the global environment of business.</i>	✓			
MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</i>		✓		

Week	Date	Topic/Agenda	Homework
1	Mon. May 9th 6:05 pm to 8:55 pm	<ul style="list-style-type: none"> Introduction to Teams The Five Dysfunctions of a Team Model 	<ul style="list-style-type: none"> Read course text book by start of class on <u>Week 3, May 30th</u> <p>For Week 2:</p> <ul style="list-style-type: none"> Group Assignment #1: Establishing Your Team Charter (see Brightspace for details) Reading: Ancona, D. When Bad Things happen to Good Teams. (Excerpt from How to Build Teams that Lead Innovate and Succeed) Everest Simulation: Students will be assigned roles for simulation following by May 16th. See Everest assignment for details on PRE-SIMULATION work to be completed by start of class Week 3)
2	Mon. May 16th 6:05 pm to 8:55 pm	<ul style="list-style-type: none"> Trust Conflict Commitment Phase 1 Group Project Begins 	<p>For Week 3 (1 week break because of Holiday):</p> <ul style="list-style-type: none"> Read course text book by start of class on <u>Week 3, May 30th</u> <i>Complete pre-simulation work for Everest Assignment</i> <p>For May 24th (extra time)</p> <ul style="list-style-type: none"> Group Assignment #2: Phase 1 Team Project Definition Memo Individual Assignment #1 – Phase 1 Manager Peer Assessment & Manager Self- Assessment

Week	Date	Topic/Agenda	Homework
3	Mon. May 30th 6:05 pm to 8:55 pm	<ul style="list-style-type: none"> In Class Simulation – Harvard Business Publishing, Leadership & Team Simulation: Everest V3 Phase 2 Group Project Begins (in class) 	<p>For Week 4:</p> <ul style="list-style-type: none"> Individual Assignment #2: Team Effectiveness Exercise - Everest Simulation (see Brightspace for details) Reading: Heimbouch, H. (2001). Should this team be saved? <i>Harvard Business Review</i> <p>For June 5th - Phase 2 Manager Peer Assessment & Manager Self-Assessment</p>

Week	Date	Topic/Agenda	Homework
4	Mon. June 6th 6:05 pm to 8:55 pm	<ul style="list-style-type: none"> Accountability Results Phase 3 Group Project Begins 	<p>For Week 5:</p> <ul style="list-style-type: none"> Reading: Robert C. Ford; Ronald F. Piccolo; Loren R. Ford (2017). Strategies for building effective virtual teams: Trust is key. <i>Harvard Business Review</i> <p>For June 12th - Phase 3 Manager Peer Assessment & Manager Self-Assessment</p>
5	Mon. June 13th 6:05 pm to 8:55 pm	<ul style="list-style-type: none"> Decision Making in Teams Virtual Teams Team Project - Phase 4 	<p>For Week 6:</p> <ul style="list-style-type: none"> Group Presentations <p>For June 19th - Phase 4 Manager Peer Assessment & Manager Self-Assessment</p>
6	Fri. June 17th 6:05 pm to 8:55 pm	<ul style="list-style-type: none"> Group Presentations Team Project Phase 5 	<p>Before class Fri. June 17th:</p> <ul style="list-style-type: none"> Electronic copy of Group Project PPT Presentation <p>For Thurs. June 23rd by 11:59pm:</p> <ul style="list-style-type: none"> Team Final Report and Group Executive Summary Individual Course reflection and Team Peer Evaluation <p>For Fri. June 24th by 11:59 pm</p> <ul style="list-style-type: none"> Phase 5 Manager Peer Assessment & Manager Self- Assessment

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).

Recommended Calculator for 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 Spratt School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks,

assignments, or 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.

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him/her/themselves) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

Letter Grades:

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	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

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**

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

- **Religious Obligations**

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

- **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. <https://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: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

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

Academic Integrity:

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—are a serious academic offence, 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/>

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: <https://carleton.ca/csas/>

Other 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 can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>