



MGMT 5113A
Managing Teams
Winter 2017

Instructor: Dr. Maria Rasouli
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Office Hours: By appointment
Class Hours: Wednesday 6:05-8:55 PM
Class location: Canal Building Room 2400
Course Webpage: cuLearn

Calendar Course Description

This course examines the factors affecting team performance including team development, 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.

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, practising 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.

Required Materials

The assigned articles and cases are available at Carleton University Library Electronic Reserve system, Ares (Follow the link to Ares at the course cuLearn site). In addition, students will be required to read the book (also available electronically):

Lencioni, Patrick (2002). *The five dysfunctions of a team*. San Francisco, CA: Jossey-Bass.

This book is readily available for purchase at most bookstores and online.

Drop Course Policy:

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

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor in writing to request a deferred exam. 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. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

Assignments

At the beginning of this course, teams of 3 or 4 students each will be formed by the instructor. Overall, 35% of the final grade will be based on team work and 65% on individual work as follows:

1. Team – Written Case Analysis	15%
1. Team – Class Presentation on a Special Team Issue	20%
2. Individual – Assessment of Team Management Practice	10%
2. Individual – Briefing on Assigned Article	15%
6. Individual – Participation in Teams and Class	10%
7. Individual – Final Exam	30%

1. Team- Written Case Analysis (15%)

Each team will prepare a written analysis of case 2 (week 5) as specified in the course schedule. For the case analysis, your team must assume the role of an advisor to the organization or key individuals involved and make recommendations on what actions should be taken to address the issues raised in the case. This necessarily involves defining the problem(s) and evaluating alternative responses. To do this effectively, you will need to consider the case in light of the principles discussed in class and in the readings. Your recommendations must be supported by the facts of the case and by best practice principles. Case analysis is limited to 1000 words and is due at the beginning of class 5. The team's grade will reflect the extent to which the team presents a well argued case. Further guidelines on case analysis are available from the document "Introduction to Case Analysis" available on cuLearn.

2. Team- Class Presentation on a Special Team Issue (20%)

Each team will be required to identify an important managerial problem related to teams. Using published sources, teams are to prepare a 20-minute class presentation on this issue. Work on this project will be divided into 4 phases. Teams will have a rotating management structure with each member serving as official manager for one phase of the project. If there are fewer than 4 members in a team, a member may manage more than one phase or one phase may have no formal manager. Teams must meet at least once during each phase with the meeting to be chaired by the phase manager. Approximately 30 minutes of class time will be allowed for each of these meetings although additional

meeting time may be required outside of class. Team members will be asked to evaluate the contribution of each member to the final product. More detailed instructions will be provided in a separate handout.

3. Individual- Assessment of Management Practice (10%)

After you have managed your phase of the project, you are to prepare and submit an individual report on how you approached it and what you learned in the process concerning your team management skills. These reports are limited to 750 words and are due one week following completion of the phase that you manage. Other team members will also be asked to provide feedback on your performance. More detailed instructions will be provided in the team project handout.

4. Individual – Briefing on Assigned Article (15%)

You will choose one article and will be required to analyze and prepare a briefing. Your briefing should convey a clear understanding of the authors' main points and whether or not the article contributes to our understanding of the issues. Other questions you should consider include:

Does the argument make sense?

Why was this article written?

How does this fit in with other research on teams?

What are the article's strengths and weaknesses?

Has the author overlooked anything?

How could this be applied to enhance team effectiveness?

These questions need not shape how you organize the material but are provided simply to stimulate your thinking. The briefings will be limited to 750 words and must include the complete citation for the article. Further guidelines on citation format are available in the document "Citation Format- APA" available on cuLearn.

6. Individual- Participation in Teams and Class (10%)

Since much of the learning in a course of this nature takes place during team interactions and classroom activities, attendance and wholehearted participation are essential to successful performance. This component of the grade will include attendance and contributions to assigned teamwork, plus class discussions and activities. Students will be evaluated by their teammates on their contributions to their case and team project using peer assessment form posted on cuLearn. Their contributions to the class as a whole and their participation in group activities in class will be evaluated by the instructor. Please inform the instructor in writing of the reason for any unavoidable absence from class. Please review participation mark rubric posted on cuLearn for further detail.

Participation mark breakdown: Instructor's assessment of class participation: 6 points, submission of peer assessment form: 1 mark, peers' assessment of contribution to teamwork: 3 marks.

7. Individual- Final Exam (30%)

The final exam will be open book and will be held during the regular class time during the MBA exam week (week 7). The exam will be available online on Monday April 17th at 6:00 pm. Students will have 2.5 hours to complete the exam and submit it via culearn.

Special Notes regarding Assignments

Assignments are due at the beginning of the designated class. Late or missed assignments will normally be assigned a grade of 0. Academic honesty is the cornerstone of the development of knowledge. If a student allows her or his name to stand on work where in fact there was essentially no contribution made, then that student is guilty of academic misconduct. If there is any student in this course who, because of a disability, pregnancy or religious observance may have a need for special accommodations, please refer to the relevant Sprott policies and discuss this with the instructor as soon as possible.

Course Schedule

Class	Readings
Week 1 (March 8) The Use of Teams	1. Katzenbach, J, & Smith, D. (2003). The discipline of Teams. <i>Harvard Business Review</i> , 71, 111-120. 2. Coutu, D. (2009). Why teams don't work: An interview with J. Richard Hackman. <i>Harvard Business Review</i> , 87(5), 98-105. 3. Edmondson, A. (2012). Teamwork On the Fly. <i>Harvard Business Review</i> , April, 72-80.
Week 2 (March 15) Establishing/Forming Teams - Team Project Meeting 1	1. Heimboach, H. (2001). Should this team be saved? <i>Harvard Business Review</i> , 79(7), 31-34. [case 1] 2. Wageman, R. (1997). Critical success factors for creating superb self-managing teams. <i>Organizational Dynamics</i> , 26(1), 49-61. 3. Hackman, R. (2002). New Rules for Team Building. <i>Optimize</i> , 50-62. 4. Watkins, M. (2016). Leading the team you inherit. <i>Harvard Business Review</i> . June, 60-68
Week 3 (March 22) Enhancing Team Performance - Team Project Meeting 2	1. 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. 2. Trent, R.J. (2004). Team leadership at the 100-foot level. <i>Team Performance Management</i> , 10(5/6), 94-103. 3. Halvorson, H. G. (2014). Get your team to do what it says it's going to do. <i>Harvard Business Review</i> , 92 (5), 82-87. 4. Pentland, A. (2012). The new science of building great teams. <i>Harvard Business Review</i> . April, 60-71.

<p>Week 4 (March 29) Team Problems – Part 1</p> <p>- Team Project Meeting 3</p>	<p>1. Pacanowsky, M. (1995). Team tools for wicked problems. <i>Organizational Dynamics</i>, 23(3), 36-51.</p> <p>2. Frisch, B. (2008). When Teams Can't Decide. <i>Harvard Business Review</i>, 86 (11), 121-126.</p> <p>3. Toegel, G. & Barsoux, J-L. (2016). How to preempt team conflict. <i>Harvard Business Review</i>. June, 79-84.</p>
<p>Week 5 (April 5) Team Problems- Part 2</p> <p>- Team Project Meeting 4 - Team Case Due</p>	<p>1. Lencioni, P. (2002). <i>The five dysfunctions of a team</i>. San Francisco, CA: Jossey-Bass.</p> <p>2. Maruca, R.F. (2000). Entrepreneurs versus executives at Socaba.com. <i>Harvard Business Review</i>, 78(4), 30- 33. [case 2].</p>
<p>Week 6 (April 7) 2:30-5:30 Special Team Issues</p>	<p>No reading - Team Presentations</p>
<p>Week 7 (April 19)</p>	<p>FINAL EXAM (Closed book)</p>

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).

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 Spratt 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

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).

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://carleton.ca/studentaffairs/academic-integrity/>.

Important dates and deadlines

Mar. 6 **W2 classes begin.**

April 7 ***Deadline for academic withdrawal is the last day of classes for winter term.***

April 13 **W2 classes end.**

April 14 **Statutory Holiday, University Closed.**

**April 17-
21** **W2 Exam and final project week.**