



**\*\*REVISED for on-line teaching re COVID 19\*\* March 22, 2020**

**MGMT 5113 D - Managing Teams (0.25 credit)  
Winter 2020**

**Instructor:** Julie Caldwell  
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**Office Hours:** By phone or email – please email in advance to set up a time

**Class Day/Hours:** Thursdays 6:05 to 8:55pm **\*\*will remain at same time via online format**  
**Class Location:** Online format

**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, 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.

**Textbook, Simulation and Reading(s):**

**1) Textbook - OPTIONAL:** 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 19<sup>th</sup> 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 are required to purchase access to the following on-line simulation which **will need to be purchased BY Saturday, March 7<sup>th</sup>** as there is preparation work to do in advance between March 9<sup>th</sup> and March 11<sup>th</sup>. **The simulation will be completed in class on March 12<sup>th</sup>.**

Harvard Business School **Leadership and Team Simulation: Everest V3** Michael A. Roberto; Amy C. Edmondson8867-HTM-ENG

**ACCESS TO SIMULATION:** Click on this link to access to simulation set up for the course: <https://hbsp.harvard.edu/import/705670>

**3) Assigned Articles and/or Cases:** Can be accessed via the Harvard Business Publishing site at <https://hbsp.harvard.edu/import/705670>

- 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.

**Grading Scheme:**

Group – Team Charter	20%
Individual Assignments	20%
Peer Evaluations	10%
Contribution to Class	10%
Team Project & Presentation	40%
<b>TOTAL</b>	<b>100% -No Changes</b>

**Missed Assignments, Deferred Final Presentation and Written Deliverable:**

**\*\*If you are unable to meet a deliverable deadline for any reason, please contact me immediately by email so that we can determine how to best support you during this time.** 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. **\*\*I will endeavour to provide as many opportunities for team-based engagement and activities during the course time but doing so via online format may be limiting. I ask for your patience as we navigate this together in the coming weeks.**

## Exam date:

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

### \*\*\*REVISED Course Schedule\*\*\*

Week	Date	Topic/Agenda	Homework
1	Thursday <b>March 5<sup>th</sup></b> 6:05pm to 8:55pm	<ul style="list-style-type: none"> <li>Introduction to Teams</li> <li>The Five Dysfunctions of a Team Model</li> </ul>	<ul style="list-style-type: none"> <li>Read course text book by start of class on <u>Week 3, March 19<sup>th</sup></u></li> </ul> <p><b>For Week 2:</b></p> <ul style="list-style-type: none"> <li><b>Group Assignment #1:</b> Establishing Your Team (see cuLearn for details)</li> <li><b>Everest Simulation:</b> Students will be assigned roles for simulation following class on March 5<sup>th</sup>. See Everest assignment for details on PRE-SIMULATION work to be completed by start of class.</li> </ul>
2	Thursday <b>March 12<sup>th</sup></b> 6:05pm to 8:55pm	<ul style="list-style-type: none"> <li>In Class Simulation – Harvard Business Publishing, Leadership &amp; Team Simulation: Everest V3</li> <li><b>Phase 1 Group Project Begins</b></li> </ul>	<p><b>For Week 3:</b></p> <ul style="list-style-type: none"> <li>Read course text book by start of class on <u>Week 3, March 26<sup>th</sup></u></li> <li><b>Individual Assignment #1:</b> Team Assessment (see cuLearn for details).</li> </ul> <p><b>For March 13<sup>th</sup>:</b> Group Assignment #2: Phase 1 Topic Statement</p> <p><b>For March 25<sup>th</sup>:</b> Phase 1 Manager Peer Assessment &amp; Manager Self-Assessment</p>

Week	Date	Topic/Agenda	Homework
3	Thursday <b>March 26<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Trust</li> <li>Conflict</li> </ul>	<p><b>For Week 4:</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> Heimbouch, H. (2001). Should this team</li> </ul>

	6:05pm to 8:55pm	<ul style="list-style-type: none"> <li>▪ Commitment</li> <li>▪ Phase 2 Group Project Begins</li> </ul>	<p>be saved? <i>Harvard Business Review</i></p> <p><b>For April 1st:</b> Phase 2 Manager Peer Assessment &amp; Manager Self-Assessment</p> <p><b>For April 2nd: Individual Assignment #2:</b> Team Effectiveness Exercise (see cuLearn for details)</p>
4	Thursday <b>April 2nd</b> 6:05pm to 8:55pm	<ul style="list-style-type: none"> <li>▪ Accountability</li> <li>▪ Results</li> <li>▪ Phase 3 Group Project Begins</li> </ul>	<p><b>For Week 5:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Reading:</b> Robert C. Ford; Ronald F. Piccolo; Loren R. Ford (2017). Strategies for building effective virtual teams: Trust is key. <i>Harvard Business Review</i></li> </ul> <p><b>For April 8th:</b> Phase 3 Manager Peer Assessment &amp; Manager Self-Assessment</p>
5	Thursday <b>April 9th</b> 6:05pm to 8:55pm	<ul style="list-style-type: none"> <li>▪ Decision Making in Teams</li> <li>▪ Virtual Teams</li> <li>▪ Phase 4 &amp; 5 of Group Project Begins</li> </ul>	<p><b>For Fri. April 17th by 11:59pm:</b></p> <ul style="list-style-type: none"> <li>▪ Hardcopy of Group Project PPT</li> <li>▪ Group Executive Summary</li> <li>▪ Phase 4 Manager Peer Assessment &amp; Manager Self-Assessment</li> </ul> <p><b>For Sat. April 18th by 11:59pm:</b></p> <ul style="list-style-type: none"> <li>▪ Phase 5 Manager Peer Assessment &amp; Manager Self-Assessment</li> <li>▪ Course Peer Evaluations</li> </ul>

## 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:

<https://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:

<https://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](mailto: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](http://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/>

### **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](http://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.

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: [carleton.ca/csas](http://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 <https://carleton.ca/its/get-started/new-students-2/>

**Important dates and deadlines**

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>