

MGMT 5113 A (0.25 credit)
Managing Teams
Winter 2024

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Office Hours: By appointment only – email me and we'll coordinate a mutually convenient date/time to chat on the phone, over zoom or in-person

Class Meeting: Thursdays from 6:05pm to 8:55pm

Course 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.

Course Rationale:

Managers in today's workforce are navigating the shift to what can be called a 'new normal'. Pre-COVID, fully virtual work teams were a rare occurrence, or reserved for project teams dispersed across countries and time zones. Today, because of the ever-shifting workforce needs, it is even more important for managers to understand how to build, support and lead high performance teams in a combination of in-person, hybrid and fully virtual scenarios.

Course Learning Objectives:

After successfully completing this course, you will be able to:

- CO1 - Adapt work in teams in response to the changing global business environment.
- CO2 - Evaluate workplace requirements to decide if a team or a group is more appropriate to use in a given context.
- CO3 - Facilitate effective decision-making and participation in team meetings.
- CO4 - Implement appropriate leadership style when managing teams.
- CO5 - Use a variety of tools and resources to recruit, build and manage high-

performing teams and team players.

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.

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.

Required Materials:

We will use the following resources throughout the course:

1. ***The Five Dysfunctions of a Team, A Leadership Fable***, Patrick Lencioni, Jossey Bass (ISBN 978-0-7879-6075-9)
2. ***The Ideal Team Player***, Patrick Lencioni, Jossey Bass (ISBN978-1-119-20959-1)

The two books by Patrick Lencioni are available to you through the University's MacOdrum Library, free of charge via [ARES](#).

I will also refer to content from ***The One Minute Manager Builds High Performing Teams, Excellence Through Team Building*** Third Edition, Ken Blanchard, Donald Carew, Eunice Parisi-Carew (ISBN 978-0-06-174120-3). It is not required to purchase this book, but it is recommended as one of the tools that you keep in your toolkit as a manager. I will provide access to copies of the pages that are required through ARES. The Library also has a few copies of Ken Blanchard's book available to borrow on a first come-first serve basis.

To access ARES in Brightspace, go to the course homepage, click on TOOLS and in the drop down menu, select ARES Reserves. Here you can access electronic readings and see the availability of physical items on reserve at the Carleton University MacOdrum library.

In addition, we will also refer to a few articles and cases which, once finalized, will be on reserve within the ARES reserve system.

Final Exam Date:

There is no final exam for this course but there is a final team project which includes a presentation and written deliverable.

Grading Scheme and Course Structure:

Activity	Individual / Team	Percent of Total Grade
Team Charter – Team Activity	Team	15%
Team Project – Team Activity	Team	40%
Phase 1 Deliverable – Memo	5	
Phase 2 Deliverable – NONE	-	
Phase 3 Deliverable – NONE	-	
Phase 4 Deliverable - Team Presentation	15%	
Phase 5 Deliverable - Team Final Report	20%	
Team Project – Individual Activity	Individual	15%
Phase Manager Self-Assessment Memo	15%	
Course Engagement	Individual	10%
Course Reflection	Individual	20%
TOTAL		100%

Detailed Course Schedule

Below is a detailed breakdown of the course format, deliverables and expectations for courseload.

Date	Module	Topic
<p>CLASS #1 Thurs. March 7 6:05 to 8:55pm</p>	<p>1</p>	<p>BEFORE COMING TO CLASS:</p> <ul style="list-style-type: none"> ▪ Ensure access to books and resources in ARES. ▪ No need to prepare anything for this class but students will be expected to be available in class for the entire period. <p>DELIVERABLE FOR NEXT CLASS:</p> <ul style="list-style-type: none"> ▪ Assignment #1 – Team Charter
<p>CLASS #2 Thurs. March 14 6:05 to 8:55pm</p>	<p>2</p>	<p>BEFORE COMING TO CLASS:</p> <ul style="list-style-type: none"> ▪ Read Lencioni’s Five Dysfunctions <ul style="list-style-type: none"> ○ Section – The Fable ○ Section – Luck ○ Part One – Underachievement ○ Section – Overview of the Model (page 185 to 290) ○ Section – Understanding and Overcoming the Five Dysfunctions (pages 195 to 206) <ul style="list-style-type: none"> ▪ Dysfunction 1 – Absence of Trust ▪ Dysfunction 2 – Fear of Conflict <p>DELIVERABLE FOR NEXT CLASS:</p> <ul style="list-style-type: none"> ▪ Assignment #2 – Managing Hybrid Teams in an Ever-Changing World of Work (multiple deliverables over the duration of the course – see Assignment #2 for summary of weekly deliverables)
<p>CLASS #3 Thurs. March 21 6:05 to 8:55pm</p>	<p>3</p>	<p>BEFORE COMING TO CLASS:</p> <ul style="list-style-type: none"> ▪ Read Lencioni’s Five Dysfunctions <ul style="list-style-type: none"> ○ Part Two– Lighting the Fire ○ Part Three – Heavy Lifting ○ Part Four - Traction ○ Section – Understanding and Overcoming the Five Dysfunctions (pages 207 to 220) <ul style="list-style-type: none"> ▪ Dysfunction 3 – Lack of Commitment ▪ Dysfunction 4 – Avoidance of Accountability ▪ Dysfunction 5 – Inattention to Results <p>DELIVERABLE FOR NEXT CLASS:</p> <ul style="list-style-type: none"> ▪ Assignment #2 – Managing Hybrid Teams in an Ever-

		Changing World of Work (multiple deliverables over the duration of the course – see Assignment #2 for summary of weekly deliverables)
CLASS #4 Thurs. March 28 6:05 to 8:55pm	4	<p>BEFORE COMING TO CLASS:</p> <ul style="list-style-type: none"> ▪ Read Lencioni's Ideal Team Player <ul style="list-style-type: none"> ○ The Model (page 153 to 215) <p>DELIVERABLE FOR NEXT CLASS:</p> <ul style="list-style-type: none"> ▪ Assignment #2 – Managing Hybrid Teams in an Ever-Changing World of Work (multiple deliverables over the duration of the course – see Assignment #2 for summary of weekly deliverables)
CLASS #5 Thurs. April 4 6:05 to 8:55pm	5	<p>BEFORE COMING TO CLASS:</p> <ul style="list-style-type: none"> ▪ TBC – See Week 5 in Brightspace for updated information <p>DELIVERABLE FOR NEXT CLASS:</p> <ul style="list-style-type: none"> ▪ Assignment #2 – Managing Hybrid Teams in an Ever-Changing World of Work (multiple deliverables over the duration of the course – see Assignment #2 for summary of weekly deliverables)
CLASS #6 Thurs. April 11 6:05 to 8:55pm	6	<p>DURING CLASS:</p> <ul style="list-style-type: none"> ▪ In-class final team presentations for Assignment #2 <p>FINAL DELIVERABLES:</p> <ul style="list-style-type: none"> ▪ Assignment #2 – Managing Hybrid Teams in an Ever-Changing World of Work (multiple deliverables over the duration of the course – see Assignment #2 for summary of weekly deliverables) ▪ Assignment #3

Drop Course Policy:

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

Late Assignments, Deferred Final Presentation and Written Deliverables:

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

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 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.

Course Communication:

Information on weekly assignments and other general information will be communicated to you by email, during class on a regular basis and through the course learning platform, Brightspace. All supporting documents and details regarding upcoming assignments will be posted to the course webpage through Brightspace. **It is your responsibility to visit Brightspace regularly** to ensure you are keeping up with the course requirements and if you are uncertain at any time of what is required, to please speak with me as soon as possible.

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</i>				✓

<i>ethical reasoning and decision-making.</i>				
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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).

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. There is no formal peer assessment as part of the course requirements.

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 email 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/>