UNIVERSITY OF WATERLOO
GLOBAL BUSINESS AND DIGITAL ARTS
GBDA204: WORKING IN TEAMS AND PROJECT MANAGEMENT
Winter 2020
Section 001 on Wednesday, 16:00 – 18:50 in DMS1004
Section 002 on Friday, 9:00 – 11:50 in DMS2022
Section 003 on Friday, 13:00 – 15:50 in DMS2022

Instructor: Dr. Sebastian Siebel-Achenbach
Offices: PAS1073 and DMS3128
Office Phone: (519) 888-4567, ext. 36135
E-mail: ssiebela@uwaterloo.ca
Office Hour: Wednesday, 15:00 to 16:00

Should that time conflict with another course, please drop by at your convenience should the door to DMS3128 be open and the instructor available. Optimally, arranging a mutually agreeable time with the instructor by e-mail would be preferred. Please be aware that the instructor can take days to respond to e-mails, especially over weekends. Should the matter be urgent, you can attempt to communicate the teaching assistants.

Teaching Assistants: Yishan Li   y2773li@uwaterloo.ca
                            Jessica Phelps   jmphelps@edu.uwaterloo.ca

Course Description:

Whether in a for-profit business or in a not-for-profit organisation, being part of campaigns will become part of any employed position. Campaigns can be about anything that a business or organisation considers important, from sales drives to public awareness to improving internal controls – and everything in-between. Project management is the term given to these campaigns in this context. The underlying assumption is for any type of project to be manageable, that is that a systematic approach can be applied in order to achieve the objective sought. Governments, non-governmental organisations, and certainly business all believe that they can acquire the means to achieve virtually any goal, but achievable only if systematically approached and executed.

Also noteworthy in contemporary organisations is the emphasis placed on team effort. Many projects are interdisciplinary in nature, meaning that they require knowledge and expertise from a number of areas, like finance, marketing, production/regulation. In order to best achieve an objective, harnessing the strengths of many divisions ensures that serious omissions of perspective will be minimised. Diverse teams are seen as an optimal way to harness the strengths of any organisation in order to best undertake the tasks needed to fulfil a project. Being part of teams is now part and parcel of organisational life.

Learning about how projects are devised and executed as well as how teams work will form the core of this course. What will also be emphasised is the link between the success of both and that of managerial skill. Projects and teams do not succeed in and of themselves. They succeed because there are individuals who take charge and direct others to achieve a common purpose. In business, they are termed managers, in government, administrators. Often, these managers take charge because of their title; their position gives them the authority to act. But what I hope will become apparent over the course is not a dependency on managers because

of their title, but that success hinges on leadership. These are people who have personal 'power' which is used to effectively manage projects and teams. The hope is for students to realise the distinction between manager and leader and to recognise the latter in themselves.

Objectives:

- Learn about project management and how this is practised, both in a 'cascade' and 'agile' approach.
- Be part of a team which has to form into a productive force to complete several assignments. Gain experience in working in teams to develop communication skills, develop active listening, conflict management, decision-making, and implementation strategies.
- Appreciate best practices and ethical behaviour to successfully manage and lead teams in the twenty-first century.
- Learn the four essential components of management (planning, organising, leading, and controlling) and how they are implemented.
- Appreciate the distinction between managers and leaders in a managerial context. Applying the theories on each to analyse articles and visual situations to provide depth.
- Develop personal leadership skills through team participation and completing a project management case.

Organisation:

Sessions of three hours duration are by definition intensive. It is next to impossible for both instructor and student to maintain a consistently high level of engagement for such a length of time. Consequently, the session will be divided into roughly three one-hour segments.

The first hour will be given over to a lecture. These will concentrate on three core subjects: project management, team building, and managerial leadership. The lectures will proceed in a thematic way, building upon the preceding sessions on each of these topics. While much of this may appear to be 'dry', it is the foundation; without this, the practical aspects of all three subjects would be harder to grasp and implement.

The second hour is designated as a type of tutorial where an assigned reading or video presentation of an issue will be given. The list of the readings is provided in the syllabus and all are available online through the Learn site. As a registered student at UW, you have access to all the articles and should have little difficulty downloading them from the library if need be. You will be expected to read the assigned article before the scheduled class and come prepared to discuss the contents in detail. The video cases will also be made available to students. Whereas lectures tend to be passive, discussion groups are interactive. Participation is expected from all attendees.

Finally, the third part of a session is given over to team-building and responsiveness. Every student will be assigned to a team by the instructor. Each of these teams will be given a challenge through a weekly exercise and final project at the end of the semester. Written submissions and a team presentation will be employed to judge the effectiveness of teams.

With this format, students will progress from passive to active and move from the theoretical to the practicalities of analysis, decision-making, and persuasion over each three hour session.

<u>Requirements</u>:

A)   Regularly attending lectures as these form the foundation of the course. Attendance will not be taken; students can determine where they need to be. However, without regular attendance, the ability of a student to do well in the two examinations becomes compromised.

B)   Attending and participating regularly in discussion sessions. A specific reading has been assigned for each session which students are expected to read beforehand and be prepared to discuss. There are also case study videos which will also be analysed by the class. A participation mark has been assigned and to ensure that students have read the assigned reading, periodic quizzes will be given.

C)   Participating and contributing to the development of a team. These will be put together by the instructor by the second session. The teams will have two fundamental tasks: i) developing a team response to a weekly case-study; and ii) making a presentation before the class and writing a project management report on a specific situation assigned by the instructor toward the end of the course.

The first of these will require a written submission before the end of each session as a .doc(x) or .pdf file deposited in the appropriate Learn dropbox. Members of a team are to read the work, discuss the problem(s) presented, make a collective decision as to a recommended solution, and finally set this down in proper English. The attachment is to be written with full sentences in grammatically correct English (no bullets or point form). The format is to take the form of an executive *précis* (summary), meaning no more than one standard page in length (not more than 300 double-spaced words) with font not less than 11 (preferably in sans-serif script, e.g. Ariel). Given the space limitation, it is advisable that the team response concentrate on the recommended solution and the rationale for adopting this response.

The second significant team assignment will build on the weekly team projects. Following the reading break, the instructor will give each team a project management assignment. Teams are to assess the issue(s), and determine an optimal process to achieve a clearly defined objective. In addition to a written submission which will be upwards of three thousand words in length (roughly ten double-spaced pages), the team will give a fifteen minute presentation of their analysis before the class as a whole in one of the final sessions.

In addition to the team assignments, each student will have to submit a completed peer evaluation form at the end of the course. These are each student's assessment of their team members in both quantitative and qualitative approaches. These are designed to ensure that all members of a team contribute and not ride on the coattails of peers without the prospect of being punished. Conversely, those who do more than their fair share should expect to be rewarded.

D)   The sitting of a mid-term examination before the winter break of one hour duration.

E)   The sitting of a final examination during the final session. It will also be of one hour duration. The material covered will be cumulative, meaning that all the lecture material from the first session onward will be potential subject material for this exam.

Given the varied nature and detail of the discussion session readings and videos as well as the team project material, these will not be included in the final.

No student or team will be allowed to re-write or re-submit any of the quizzes, exercises, project management assignment, or examinations unless there are extenuating medical or personal circumstances. Documentation is a requirement and the instructor reserves the right to decide on the availability of a make-up or alternative on a case-by-case basis.

Assessment Format:

Substance is valued more highly than form – in business parlance 'steak' is preferred over 'sizzle'. You may present beautifully, but if the answer is dodgy, all the stylistic effects will not alter the outcome. That is not to write that appearance has no value, but it will usually be subordinate to a substantive point. Emphasis should be placed accordingly.

The instructor will assess the progress of students on a weekly basis. Each discussion session will be assessed, so it is in your interest to participate – within reason. Merely signing in on the sign-in sheet will ensure a 5/10, saying anything at all will even get you a 6/10, but if you say something that suggests you read the article or paid attention to the video, marks start at 7/10. The bar is not set particularly high here; the instructor is encouraging participation as much as possible. If the impression is given that answers are proffered merely to raise one's profile, this often comes at the expense of concerted thought and will be judged accordingly.

Given that there will be a number of teams, the instructor will not be in a position to effectively judge all participants. Consequently, members will be given a peer assessment form near the end of the course. A fair evaluation of all team members' contribution to the collective effort is expected and an average of all will be employed in the final appraisal. Should the assessments smack of collusion or bias, the marks for the team as a whole will be adjusted accordingly. The instructor reserves the right to make the final call. Over everything else, the instructor will provide a mark for all submissions.

Division of Marks:

Discussion Session/Tutorial Participation	10%
Discussion Session/Tutorial Quizzes	10%
Weekly Team Assignments	10%
Project Management Assignment	20%
Project Management Presentation	10%
Peer Evaluation	10%
Mid-term Examination	15%
Final Examination	15%

This course grades on a numerical basis; no alpha marking will be used. Only whole or half marks are used, such as 11.5/15 or 7.5/10, as anything smaller only invites questions about referencing and objectivity. Each assignment, examination, quiz, or participation assessment will be done on the basis of its overall value, therefore a number out of 15 will be given for the mid-term and something out of ten for team evaluations, for example. For multiple assessments, like tutorial participation, a mark out of ten will be assigned for each and then averaged out over the course. For instance, your marks out of ten for the discussion groups were: 8, 6, 8.5, 7, -, 7.5, 6.5, 8.5, 9 = 61 which averaged out comes to 6.78 (61/90). This would be rounded to the nearest half, so the mark would be 7/10 in this case.

For the team assignments, the two components will be assessed separately. Each of the weekly assignments will be assessed and all members to receive the same mark. With the project management assignment, the written report is worth 20% whereas the presentation components is worth 10% each. The peer evaluation of 10% is meant to ensure that those who have carried more of the workload are recognised by their peers and suitably rewarded – as well as the converse.

Adding up your marks at any given time will give you a good sense of where you currently stand. All marks will be added at the end of the course to give a final percentage mark. The final marks submitted to the Registrar's Office will not be adjusted to a bell-curve or any other weighted scale.

Deadlines:

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February 12/14 – Mid-term Examination
March 18/20 or 25/27 – Team Presentation
April 1/3 – Final Examination and Peer Evaluation forms due
April 8 – Project Management Report

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Besides the exams, there are weekly team assignments; your weekly *précis* should be transmitted electronically and due by 18:50/11:50/15:50 respectively depending on the section in the Learn dropbox on the appropriate date. The longer project management presentation slides are due electronically before the presentation date, while the written report is due on the Monday following the last class day. On April 1/3, the peer evaluation form is also due before the final examination. Punctual delivery is an indispensable business attribute and the instructor places value on the self-discipline it instils. Penalty for an overdue assignment is **ten percent** for each ten minutes overdue, thus at 19:21/12:21/16:21 the penalty already stands at 40 percent even if it is 'only' 31 minutes late. The project management report should be given to the instructor personally on Monday, April 6 by 12:00 in the PAS1073 office or by 13:00 in the DMS3128 office and the electronic version of the report should be uploaded to the appropriate Learn dropbox site by that time. Do not submit anything under either of the instructor's office doors as custodial staff have been known to discard submissions.

Should there be an issue with meeting a deadline, communication with the instructor well beforehand would be appreciated and in your interest. Consideration will be given for corroborated medical reasons or extenuating circumstances, but these will be evaluated on a case-by-case basis.

Academic Standards:

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integritity Webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity Office Webpage (http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline (http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check Guidelines for the Assessment of Penalties (http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals (http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

Academic Integrity website (Arts):
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): http://uwaterloo.ca/academicintegrity/ If you are unsure about what constitutes academic offence, like plagiarism, double submission, cheating, please consult your instructor, academic advisor, or Policy #71 – Student Academic Discipline. Established offences will be referred to the Associate Dean – Undergraduate Affairs for adjudication and discipline.

University Support:

Students with Disabilities: The *AccessAbility Services* office, located on the first floor of the Needles Hall extension, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support: Pay no attention to stigmas regarding mental health. If you find yourself in unfamiliar mental conditions, like being abnormally under stress, unable to respond effectively to a situation, feel threatened, are depressed, isolated, continuously agitated or any number of other symptoms, please seek help. The faculty and staff throughout the university encourage students to seek out mental health supports if they are needed. There are a number of supports both within and without the university.

> **On Campus**
> - Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655;
> - MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services;

- Health Services Emergency service: located across the creek form Student Life Centre.

  Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454;
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880;
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247;
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213.

Full details can be found online at the University of Waterloo Faculty of Arts's website. Download UWaterloo and regional mental health resources (PDF) or download the WatSafe app to your phone to quickly access mental health support information.

Writing Skills: For those with writing anxieties or who want to improve their written communication skills, please consider making an appointment at the **Writing and Communication Centre** (WCC) in the Dana Porter Library at https://uwaterloo.ca/wcc.

Recommended Textbook:

Jones, Gareth R., Jennifer M. George, and Jane W. Haddad.
Essentials of contemporary Management, 5th edition.
Whitby, Ontario: McGraw-Hill Ryerson, 2016.
ISBN 13: 978-1-25-908878-0
ISBN-10: 1-25-908878-2
CEI ISBN: 1-25-908720-4

Articles Available on Learn:

Jan. 15/17:   Latham, G.P. "The motivational Benefits of goal-setting," *The Academy of Management Executive*, 18, #4 (November 2004), 126-129.
Jan. 22/24:   Collins, J.C. and J.I. Porras. "Building your company's Vision," *Harvard Business Review*, 74, #5 (September/October 1996), 65-77.
Feb. 5/7:   Owens, B.P. and D.R. Hekman. "Modeling how to grow: An inductive Examination of humble leader behaviors, contingencies, and outcomes," *Academy of Management Journal*, 55, #4 (August 2012), 787-818.
Mar. 4/6:   Cialdini, R.B. "Harnessing the Science of persuasion," *Harvard Business Review*, 79, #9 (October 2001), 72-81.
Mar. 18/20:   Bazerman, M.H. and D. Chugh. "Decisions without blinders," *Harvard Business Review*, 84, #1 (January 2006), 88-97.

Course Outline:

Date		
	A)	**Lecture [Jones, George, and Haddad chapters]**
	B)	**Discussion (Web articles and short visuals)**
	C)	**Team exercise**

Jan. 8/10	A)	Introduction to Project Management and Working Teams
	B)	Organisational needs [1]

	C)	Discussion of video situation cases
Jan. 15/17	A)	Organisational Structures and cultures [2]
	B)	Latham "The motivational Benefits of goal-setting"
	C)	"The Case of the missing time"
Jan. 22/24	A)	Defining a doable Plan [3]
	B)	Collins & Porras "Building your company's Vision"
	C)	"Keith Dunn of McGuffey's Restaurant"
Jan. 29/31	A)	Developing a Project [4]
	B)	Discussion of video situational cases
	C)	"United Chemical Company"
Feb. 5/7	A)	Organising Resources and Time [5]
	B)	Owens and Hekman "Modeling how to grow"
	C)	"9:00 to 7:30"
Feb. 12/14	A)	Managing People: Leadership [7 + 9]
	B)	Discussion of video situational cases
	C)	<u>Mid-Term Exam</u>
Feb. 18-21		Mid-Term Study Break (no classes)
Feb. 26/28	A)	Managing Teams [8 + 10]
	B)	Discussion of video situational cases
	C)	"Education Pension Investment"
Mar. 4/6	A)	Managing interorganisational Relations [6]
	B)	Cialdini "Harnessing the Science of persuasion"
	C)	"Electro-Logic"
Mar. 11/13	A)	Evaluating the execution [11]
	B)	Discussion of video situational cases
	C)	"The Tallahassee *Democrats*'s ELITE team"
Mar. 18/20	A)	Getting to the goal [12]
	B)	Bazerman & Chugh "Decisions without Blinders"
	C)	<u>Team Presentations</u>
Mar. 25/27	A)	Overseeing international Projects
	B + C)	<u>Team Presentations</u>
Apr. 1/3	A)	Agile Project Management and on the Road to success
	B)	<u>Final Examination</u>
		<u>Peer Evaluation Form is due by 14:20 in PAS1073</u>
Apr. 6		<u>Project Management Report is due by 12:00 in PAS1073 or 13:00 in DMS3128</u>