



Carleton
University

Sprott
School of Business

Training and Development
BUSI 4111
2025/26

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Mentors:

Noah Boissonneault
Olivia Bolt
Cameron Somogyi
Patrick Clark

Course meets: In person; Thursdays 11:35am-2:25pm (September 4th, 2025 - April 8th, 2026)

Prerequisite(s): Third-year standing, and one of BUSI 2101, BUSI 2121, BUSI 2702 (with a grade of B- or higher in each), and permission of the Sprott School of Business.

Course Calendar description from the [2025/2026 University calendar](#):

- Emphasizes contingency approach to training and development; relevant to organizations of all sizes and resource capacities.
- Effective training and development is conceptualized as a process that integrates extensive front and back-end planning, implementation, and evaluation activities.
- Lecture three hours and tutorial one hour per week.

Course Objectives/Learning Outcomes:

This course is not like any other you will take during the pursuit of your Bachelor of Commerce degree. Designed to prepare you to teach *Introduction to Organizational Behaviour* to your own classes of first year students during both the Fall 2025 and Winter 2026 semesters, this journey will combine both interactive, class-based instruction with hands-on experiential learning. As a community, you will hone your ability to work collaboratively with a teaching partner, with small groups, with alumni, and with professors. You will also learn how to design curriculum, assess performance, and teach others through engaging methods. Through this experience you will develop leadership skills that will not only help you become a more effective university student, but will also enable you to be a more effective leader and mentor in your organizations and communities, contributing to the positive learning experiences of others.

Reading(s)/Textbook(s)/Required Materials:

Robbins, S.P., & Judge, T.A. (2026). *Essentials of Organizational Behaviour* (16th edition). Hoboken, NJ: Pearson. ISBN 13: 978-0-13-535384-4. (You are not required to purchase this text – it will be provided.) Journal articles are accessible online.

Course Requirements & Methods of Evaluation (including due dates):

All students must attend the 3-day orientation session to be held from 28 August – 30 August. The purpose of the orientation is to prepare you to learn and practice skills in critical thinking, communication, and team building, while also developing and demonstrating advanced knowledge of course content. The orientation is intended to help you prepare to present the course material to students and manage class discussions and experiential exercises within your interactive sessions.

In partnership with another 4111 member, you will teach one interactive session of approximately 20 students in each of the two terms. You will also manage your section's Brightspace site and evaluation. Pairing selection and announcements will take place during orientation. Your partner will change for the Winter term.

4111 class sessions will be used to consolidate your mastery of OB theory and of applied exercises and simulations for the interactive classes. Specifically, each 4111 class in the Fall will be devoted to preparing for the next interactive class. Each teaching pair will take a turn serving as "Trainers" responsible for leading a run-through of that week's material and exercises. The run-through will always be followed by feedback from participants on content and process, geared to aid the learning of all the Trainers.

You must be fully prepared for each 4111 class, having studied the chapter content, and relevant teaching outline for the upcoming interactive. This advanced preparation is imperative for success in teaching your classes; remember that 4111 runs on Thursdays during the first term and you will be teaching on your interactive session the following week. Attending the BUSI 2101 lecture each Monday will assist you in this, and in making relevant links between lecture material and interactive class material to help your students' understanding. **At least one member of your pair must attend each Monday lecture.**

In the Winter term, 4111 class time will be used to explore selected Training & Development topics in greater depth, with each pair preparing and leading a unique seminar.

You will meet periodically with your mentor to discuss any concerns you might have, clarify expectations, and set goals.

Responsibilities

In the Training & Development community, everyone must function as a resource for everyone else. In a course like this where skill building is central, and feedback from others is essential, wholehearted involvement and effective contribution by every person is crucial. Therefore, all of us must be responsible for creating and maintaining an effective learning environment.

Evaluation (Fall Term)

Item	Weight	Description
Teaching (In class)	40%	Based on teaching observations and evaluations throughout the term.
Evaluation of another interactive	5%	You will observe another pair's interactive and thoughtfully evaluate it
Interactive run-through	5%	One interactive presented in 4111 session during Fall term. (a.k.a. your "Trainer" session)
Self-evaluation	10%	Evaluation of a video recording of one of your own interactives
Story Time	10%	Weekly (short) story submission. This activity is designed to deepen your understanding of OB concepts and help you teach these concepts. Many students learn better when instructors provide examples, or have the students engage in activities where they can directly experience different components of the theories or topics covered in class. With Story Time, you will have the opportunity to demonstrate your OB expertise through creating a novel example, or developing an activity that illustrates a specific OB theory or topic in a way that is engaging and educational to 2101 students
Reflected Best Self assignment	10%	<p>This exercise has two main objectives:</p> <ul style="list-style-type: none"> • The first focuses on the features that describe you when you are "at your very best" in the eyes of others. The goal is to increase your understanding of how others see you at your best. • The second asks you to outline a plan for integrating your best self into your teaching/training activities, focused on specific ways you can bring your "best self" forward. The intent is to help you make the connections between your strengths and your teaching efforts, and to experiment with finding your own voice and capitalizing on your strengths to maximize your potential.
Participation and Contribution	20%	For this course to be effective, every student needs to consistently participate and provide meaningful contributions across various aspects of the course. Students need to a) attend every class, b) be prepared for each session and be engaged, c) effectively support one's teaching partner, d) effectively manage and be responsive on Brightspace, and e) ensure they follow the norms and expectations set at the beginning of the year to enhance a positive and psychologically safe class climate. This assessment will also be based on f) your mentor's overall impressions of your performance regarding meaningful contributions to the class. Finally, as part of effective teaching is effective student assessment, your contributions towards exam building at several points in the term, will also factor into this deliverable.
Note: Students must complete all elements of the course in order to pass. Additional details pertaining to each of the above will be provided at required times throughout the term.		

Evaluation (Winter Term)

Item	Weight	Description
Teaching (in class)	40%	Based on teaching observations and evaluations

Weekly reflection and final letter	5%	Short weekly reflections and a final personal reflection on your experience as a teacher
Evaluation of another interactive	5%	You will observe another pair's interactive and thoughtfully evaluate it
Final Test (In-Class)	15%	Details to be given during winter term
Project (Training Design)	15%	Details to be given during winter term
Participation and Contribution	20%	See fall term evaluation criteria above, plus leading one 4111 discussion on a Training & Development topic.
Note: Students must complete all elements of the course in order to pass. Additional details pertaining to each of the above will be provided at required times throughout the term.		

COURSE SCHEDULE (Fall)* please note this is subject to change

Week / Dates	Topic (Monday Speaker)
Week 1 (Sep 4)	4111 Seminar: What is OB / Psychological Contract (Angela Dionisi & Shani Pupco)
Week 2 (Sep 11)	4111 Seminar: Perception, Attribution & Diversity (Shani Pupco)
Week 3 (Sep 18)	4111 Seminar: Job Attitudes, Emotions & Moods (TBA)
Week 4 (Sep 25)	Individual & Organizational Motivation (Angela Dionisi)
Week 5 (Oct 2)	4111 Seminar: Decoding Behaviour & Personality (Greg Sears)
Week 6 (Oct 9)	4111 Seminar: Conflict & Negotiation (Stelios Zyglidopoulos) (LAST WEEK)
Week 7 (Oct 16)	Exam question voting (No interactive next week)
Week 8 (Oct 30)	4111 Seminar: Group Dynamics & Work Teams (Rob Smart) 2101: Midterm Exam
Week 9 (Nov 6)	4111 Seminar: Ethics (Sefa Hayibor)
Week 10 (Nov 13)	4111 Seminar: Organizational Culture & Change (TBA)
Week 11 (Nov 20)	4111 Seminar: Power & Influence (Ruth McKay)
Week 12 (Nov 27)	4111 Seminar: Decision Making; Exam design (Ian Lee)
Week 13 (Dec 4)	Question Voting (no interactive next week).

COURSE SCHEDULE (Winter)

TBD.

Contribution to Learning Goals of the Program:

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.				X
BC2 Collaboration Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.				X
BC3 Critical Thinking Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.				X
BC4 Communication Graduates will be effective and persuasive in their communications.				X

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.

Grading

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

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

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: 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: 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 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

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: 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

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.

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/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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.

Important Information:

- Students must always retain a 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/>
