



Carleton
University

Sprott
School of Business

COURSE NUMBER

MGMT 5100 A

Course Title

**Managing People and Organizations
Fall 2025**

Instructor: Asad Al-Sabbah
Email: AsadAlsabbah@cunet.carlto.ca
Phone: 613 400 9715
Office:
Office Hours:

Class Meeting:

Course Calendar Description: (From [2025/26 graduate calendar](#))

Organizations and the relationships that define them. Theories, concepts, and experiential exercises help students understand their own values, attitudes, and goals and those of others how to motivate, communicate, teach, and lead others; and how to apply these concepts to improving personal and organizational performance.

Includes: Experiential Learning Activity Precludes additional credit for MGMT 5101 (no longer offered) and MGMT 5102 (no longer offered). Prerequisite(s): enrolment in the MBA program in the Sprott School of Business or permission of the school.

Course Description:

This course is divided into two parts: micro and macro level management. **The first part in weeks 1 through 6** will focus on material to help you understand why you and others behave the way you do within group and organizational settings. The discussion here is more at the individual level (i.e., **micro level**). The topics to be covered are learning, perception, motivation, personality, and communication skills.

The second part in weeks 7 through 12 switches the focus from the individual to the relationships between individuals within the organization and between different organizational units. The discussion here is more at the group or organizational levels (i.e., **macro level**). The topics to be covered are leadership, teamwork, negotiation, culture, managing change, and decision making.

*Thanks to Dr. Linda Duxbury who created the course outline this outline.

Communication Plan:

This course will be taught by Mr. Asad Sabbah. If you have any questions or concerns outside of class, please feel free to reach out to him directly via email. Whether it's about the course material, assignments, or the final exam.

Course Learning Objectives:

- Understanding yourself and other people at work
- To help you become more skilled at analyzing behaviour in organizations and groups
- To help you learn what actions are appropriate for different situations

Required Materials:

- Textbook (required)

Organizational Behavior: An Experiential Approach, 8th Edition by Osland, Kolb, Rubin and Turner. Prentice Hall, 2007 (referred to as **Textbook** in the course outline)

The textbook consists of content, exercises, and tips for managers. **Please bring the textbook to every class.** Please master the material before you come to class so that we can use class time to clear up any questions you may have and to focus on the experiential part of the course.

- Access to a computer with internet

The lecture notes, course announcements, assignments/assignment submissions, and case analysis submission will all be conducted through the course's Brightspace website. Please ensure that you will be able to access and interact with this site for the duration of the course.

If you currently do not have access to Carleton's Brightspace website please go to, <https://carleton.ca/its/get-started/new-students-2/> and set it up. Make sure you can access this course through Brightspace.

Coaching Project Due Date: Monday Nov. 5th

Final Exam Due Date: Friday Dec. 12th

Drop Course Policy: The deadline for academic withdrawal follows the dates prescribed by Carleton University: <https://calendar.carleton.ca/academicyear/>

The deadline for academic withdrawal is Sep.30th

Grading Scheme:

Class Participation	10%
Personal Application Assignment (PAA)	
4 PAAs worth 6.25% each	25%
Coaching Project	30%
Final Exam	35%
TOTAL	100%

Each component of your grade will be assigned a percentage score. Your final course grade will be a

weighted average of each of these components. Details of each of these deliverables are given below.

Class Participation: The participation mark is a combination of attendance, preparation, and participation. Each student is expected to be an active participant in each class session and take part in the exercises and make meaningful comments on both the readings and the experiences in the classroom. We value quality rather than quantity, talking for the sake of talking does not improve your class contribution grade. We are looking for evidence of good critical thinking on your part: challenging assumptions, asking thought-provoking questions, coming up with learning points from our experiences in class, and sharing what you have learned about yourself and others during the exercises. Merely coming to class is not sufficient; attendance is a first step, but you must also participate actively.

The best ways to prepare your contribution to class discussions are:

- Follow the instructions in the **Class Preparation**, which are the first few pages of each chapter in the Textbook.
- **Make sure that you have read the assigned material before you come to class.** Be prepared to integrate the material from the readings to the discussion in class. This is an important part of your participation grade.
- Be ready to help pull together the learnings from the class.

We will also review homework for the next class at the end of lecture. Homework will include reading assignments and occasionally some small (fun) exercises that are included in the textbook. Homework is designed to prepare you for the next lecture so that you get the most out of the class and to encourage a classroom environment where everyone is prepared for lively discussion and experiential in-class group work. This preparatory homework is not marked. We may, however, do spot quizzes on the readings during the 12 weeks of the course and the mark you get will figure into your participation mark.

Please be aware that not only do you have the opportunity to gain class participation marks - you also can lose participation marks. The success of the exercises we do in class depends on all of you coming to class having done the pre-work ahead of time. To maintain a positive and engaging learning environment, we kindly ask that everyone comes to class prepared by completing the pre-work. Your participation is important, and we appreciate your efforts in contributing to a productive classroom experience.

Personal Application Assignment (PAA): Although each chapter in the book includes a PAA, you are required to complete only four throughout the semester. You can choose which chapter's PAA on which to write a **concise 4 -pages (800-1000 words)** double-spaced paper called a PAA. These assignments are an opportunity for you to reflect on the class experience and to apply your personal interests or experiences to the lesson

Each **PAA** should:

- a-** summarize what you learned from the in-class exercise(s) and discussions including your opinions, feelings, and thoughts.
- b-** demonstrate some of the knowledge gained from the Textbook or assigned readings (must make the connections explicitly).
- c-** show how you plan to apply the acquired knowledge to a real situation of your own or to the same situation if you were to relive it.
- d-** demonstrate what you learned about yourself from partaking in the exercise, and class discussions.
- e-** be well written and enjoyable to read.

You may choose to complete your PAAs on any of the topics covered in the course. To ensure **balance**, the four PAAs must be spread across both parts of the course: at least two PAAs must be on topics from the **micro-level** (Weeks 1–6: learning, perception, motivation, personality, communication, etc.), and at least two PAAs must be on topics from the **macro-level** (Weeks 7–12: leadership, teamwork, negotiation, culture, managing change, decision making, etc.).

Each PAA is due the week after the chosen topic is covered in class, before class begins. (Exception: if you choose to submit a PAA for Week 12, the due date will be December 10, to coincide with the end of coursework for the semester.)

You must hand in **4 PAAs** over the course of the 12 weeks. Each PAA will be marked out of 20 and your mark on these 4 PAAs will constitute **25%** of your grade (**6.25%** each).

A submission area will be created for PAAs in each week section on Brightspace. For example, if completing a PAA for Week 4, the PAA should be submitted to the Week 4 PAA assignment in Brightspace.

Performance Coaching Project (Team Project)

This **team-based project** encourages students to apply their knowledge of Managing People and Organizations to real-world managerial challenges. Working in teams, students will assess the strengths and weaknesses of a selected manager and collaboratively develop a strategy to enhance their performance in the role.

The project will be completed in **two stages**:

Phase 1: Proposal & Initial Assessment (Pre-Project Submission)

Purpose: Provide an early outline of your project, introduce your selected manager, and demonstrate your team's initial assessment and plan. This phase ensures alignment with course expectations and allows for instructor feedback.

Requirements:

- **Cover/Title Page:** Project title, team members, date.

- **Executive Summary (≈250 words):** Introduce the manager, context, and central thesis. Present the leadership challenge and purpose of the project.
- **Individual Performance Assessment (≈500 words):** Describe the manager's immediate and long-term people-management challenges. Summarize their strengths and development needs (based on interview and self-assessment).
- **Appendix A:** One-page summary of self-assessment results and interview highlights.
- **Research Roadmap (Outline only):** Identify key themes and planned academic/practitioner sources to explore.
- **Preliminary Action Plan Framework:** Provide a skeleton outline of the team's planned action plan (e.g., SMART goals, responsibilities, resources).

Presentation: Teams will be asked to **present their Phase 1 proposal to the class**. Presentations provide an opportunity for early feedback, peer learning, and clarification prior to the Phase 1 submission deadline.

Phase 2: Final Report (Full Submission)

Purpose: Deliver a polished, research-based coaching report that integrates theory, analysis, and actionable recommendations.

Requirements (2000–2500 words): (single-spaced, standard formatting).

1. **Introduction / Executive Summary (≈250 words):** Provide a concise overview of the full report, roadmap, and thesis.
2. **Individual Performance Assessment (≈500 words):** Expanded and refined analysis of the manager's challenges, strengths, and skills. Integrate feedback from Phase 1.
3. **Research Report (≈750 words):** Critically analyze academic and practitioner literature relevant to the manager's challenge. Explain key concepts, relevance, and improvement methods. Cite sources using APA 7th edition.
4. **Action Plan (≈500 words + chart in appendix):** Develop a clear, SMART-based coaching plan supported by research. Include objectives, actionable behaviors, responsibilities, resources, KPIs, timeline, and potential barriers. Summarize visually in an appendix chart.
5. **Appendices:**
 - Appendix A: Self-assessment summary and interview highlights
 - Appendix B: Skills & challenge summary
 - Appendix C: Action plan chart

Component	Marks	Details
Phase 1: Proposal & Initial Assessment	10 marks	Early submission to introduce the manager, outline challenges, draft assessment, and sketch a preliminary research/action plan. Provides direction and allows instructor feedback before the final report.
Phase 2: Final Report (2000–2500 words)	20 marks	Comprehensive report including executive summary, refined assessment, full research analysis, and detailed SMART-based action plan with appendices. Graded on content, analysis, structure, grammar, and APA referencing.
Total Project	30 marks	Combined contribution of both phases toward the final course grade.

Recommended Start (Team Project Timeline)

Teams are encouraged to form early in the term, ideally during **Weeks 1–3**, to allow sufficient time for coordination and planning. Once your team is established, you should begin discussing potential managers to interview. While early manager selection is encouraged, students do not need to finalize a manager immediately.

The recommended point to **begin actual project work**, including interviews and assessment, is around **Week 5** or **Week 6**, after you have been introduced to the micro-level foundations such as perception, learning, motivation, communication, and personality. This schedule ensures that by the time **Phase 1 (Proposal & Initial Assessment)** is due on **November 5th**, your team will have:

1. Formed the team and assigned responsibilities
2. Identified and confirmed a manager to interview
3. Conducted the interview and preliminary analysis
4. Drafted the Phase 1 submission (executive summary, initial assessment, research roadmap, and preliminary action plan)

Following this timeline provides a **solid theoretical grounding**, allows ample time for interviews, and ensures that your Phase 1 submission is completed on time without unnecessary delays.

Final Exam: The final exam covers all the chapters outlined in the syllabus. This exam is designed to test your understanding of the entire course material. Detailed instructions and guidelines for the final exam will be provided on the course’s Brightspace website and reviewed in class.

Information relevant to completion of Assignment

All page limits specified in this outline are “hard” and non-negotiable; in other words, aim for the upper limit in each case (e.g., a 1-page submission for an assignment with a 4-page limit will be judged as insufficient) but do not exceed it.

Material beyond the stated limit will not be read and the remaining submission will be judged on its merits. For fairness and comparability, all assignments must be submitted to Brightspace in Microsoft Word (.docx)

format, double-spaced, with 2.54 cm margins all-round (1 inch), in Times-Roman 12-point font (or equivalent—i.e., 12-point Calibri font is fine too), and using APA-style referencing.

If you submit your assignment in a file format other than Microsoft Word (.docx), there is a risk that we will not be able to open the file for marking.

- In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material.
- Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties. What is plagiarism? If you are unsure, please refer to these websites:
 - <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>
 - <http://wpacouncil.org/positions/WPAplagiarism.pdf>
 - <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>
- All assignments are normally marked and returned on the course's Brightspace website one week after submission (that is our goal anyway).
- Deadlines are strict. Failure to meet a deadline will result in a penalty of 10% per day. Assignments submitted more than 1 week late we be considered missed.
- Deadline extensions will not be granted on late PAA assignments (i.e., those handed in after the class has started) will not be accepted except for university-approved reasons (e.g., on medical grounds and with appropriate documentation).

Please refer to the OWL Purdue Website for a guide to APA citations and referencing:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html is an excellent source for general APA guidelines

Preparation and Participation:

The most effective method for teaching interpersonal and managerial skills is experiential learning. This means that we will turn the classroom into a laboratory and create conditions for understanding concepts through experience as well as readings. We will use role plays, exercises, and simulations so that you can pull out your own learning points from these experiences. **This type of course requires students to take responsibility for their own learning.** For an experiential course to be successful, students **must** do all the reading and homework preparation **and** participate actively in the classroom. Therefore, attendance is mandatory because what goes on in class is not a repeat of the readings but the heart of the course.

If you have an emergency and cannot attend class, please send an email to the instructor beforehand so we can make special arrangements if need be.

Please do not underestimate the importance of participation in this course. It is an important part of your final grade, not to mention that it gives you an opportunity to practice your communication skills.

COURSE SCHEDULE

Day	Topic/Agenda	Pre-class Prep
Week 1 Sep.3 rd	<ul style="list-style-type: none"> • Introduction to course • Psychological contract 	Textbook: <ul style="list-style-type: none"> • xv to xxvii and Chapter 1
Week 2 Sep.10 th	<ul style="list-style-type: none"> • Theories of managing people • Perception and Attribution <p>If submitting a PAA for Week 1 it is due before class</p>	Textbook: <ul style="list-style-type: none"> • Chapters 2 & 9 <p>Psychometric Assessment Requirement As part of this course, you will be required to complete a psychometric assessment.</p> <p>For Fall 2025, the planned assessment is the MBTI (Myers-Briggs Type Indicator). The cost is \$37 plus HST, and payment must be made before accessing the test. To make a payment, please use the following site: https://payments.carleton.ca/sprott/mba-mbti-2023/</p> <p>Once payment is complete, you can take the test here: https://sprottmba.psychometrics.com/test/group-login/6ytUYcjhIO</p> <p>Please note: Depending on course developments, an alternative psychometric assessment such as the Big Five (OCEANS) Personality Test may also be introduced. Further details, including payment instructions (if applicable), will be communicated in advance.</p>
Week 3 Sep.17 th	<ul style="list-style-type: none"> • Learning <p>If submitting a PAA for Week 2 it is due before class</p>	Textbook: <ul style="list-style-type: none"> • Chapter 3
Week 4 Sep.24 th	<ul style="list-style-type: none"> • Motivation <p>If submitting a PAA for Week 3 it is due before class</p>	Textbook: <ul style="list-style-type: none"> • Chapter 5
Week 5 Oct.1 st	<ul style="list-style-type: none"> • Communication <p>If submitting a PAA for Week 4 it is due before class</p>	Textbook: <ul style="list-style-type: none"> • Chapter 8
Week 6 Oct.8 th	<ul style="list-style-type: none"> • Personality <p>If submitting a PAA for Week 5 it is due before class</p>	Textbook: <ul style="list-style-type: none"> • Chapter 4

Week 7 Oct.15 th	<ul style="list-style-type: none"> Group dynamics and teams Problem solving <p>If submitting a PAA for Week 6 it is due before class</p>	Textbook: <ul style="list-style-type: none"> Chapters 10 & 11
No Classes	Oct. 20st – Oct. 24th: Fall Break	
Week 8 Oct.29 th	<ul style="list-style-type: none"> Conflict and negotiation Power and influence <p>If submitting a PAA for Week 7 it is due before class</p>	Textbook: <ul style="list-style-type: none"> Chapters 13 and 18
Nov. 5 th	Coaching Project Phase 1 Due (Please use MS Word format) & Team Presentation	
Week 9 Nov.5 th	<ul style="list-style-type: none"> Leadership <p>If submitting a PAA for Week 8 it is due before class</p>	Textbook: <ul style="list-style-type: none"> Chapter 15
Week 10 Nov.12 th	<ul style="list-style-type: none"> Culture <p>If submitting a PAA for Week 9 it is due before class</p>	Textbook: <ul style="list-style-type: none"> Chapter 16
Week 11 Nov.19 th	<ul style="list-style-type: none"> Managing change <p>If submitting a PAA for Week 10 it is due before class</p>	Textbook: <ul style="list-style-type: none"> Chapter 22
Week 12: Last class Nov.19 th	<ul style="list-style-type: none"> Decision making <p>If submitting a PAA for Week 11 it is due before class</p>	Textbook: <ul style="list-style-type: none"> Chapter 17
Dec.10 th	Coaching Project Phase 2: Final Report Due (Please use MS Word format)	
Dec.17 th	Final Exam	Final exam due

Note: While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.

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>				X
MB2 Communication <i>Graduates will be effective communicators</i>				X

MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				X
MB4 Functional Knowledge <i>Graduates will have functional knowledge of all areas of business.</i>				X
MB5 Global Business <i>Graduates will have an appreciation of the global environment of business.</i>	X			
MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</i>	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).

Group Work:

The Sprott 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.

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:

<https://calendar.carleton.ca/grad/gradregulations/>

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 cmail 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/>