



## BUSI4111 A: Training and Development

Fall 2026/Winter 2027

|                        |                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Instructor</b>      | Dr. Angela Dionisi & Dr. Shani Pupco                                                                         |
| <b>Email Address</b>   | angeladionisi@cunet.carleton.ca, shanipupco@cunet.carleton.ca<br>(please send emails to both Angela & Shani) |
| <b>Class Times</b>     | Friday 11:35am to 2:25pm                                                                                     |
| <b>Modality</b>        | In-person                                                                                                    |
| <b>Office Hours</b>    | Drop by or email!                                                                                            |
| <b>Office Location</b> | Angela (NI 7030); Shani (NI 5033)                                                                            |
| <b>Mentors</b>         | John Blume, Hillary McKay, Ryan Pollard, Mitchell Short                                                      |

### Pre-Requisites & Preclusions:

<https://calendar.carleton.ca/undergrad/courses/BUSI/>

Prerequisites: 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 Description/Instructor's Statement

#### Carleton Calendar Description

- 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 and a half hours per week.

#### Course Learning Objectives:

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 2026 and Winter 2027 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.

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**Required/Optional Materials & Prices**

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.

**Grading Scheme (Fall)**

| Item                                                                     | Weight | Description                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching (In class)                                                      | 40%    | Based on teaching observations and evaluations                                                                                                                                                                                                                                                                                                   |
| 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)                                                                                                                                                                                                                                                      |
| Reflected Best Self                                                      | 10%    | This assignment is aimed at helping you find your strengths, as observed by others, and thinking about how you might apply them in the Training & Development context                                                                                                                                                                            |
| Self-evaluation                                                          | 10%    | Evaluation of a video recording of one of your own interactives                                                                                                                                                                                                                                                                                  |
| Story time                                                               | 10%    | Weekly (short) story submission                                                                                                                                                                                                                                                                                                                  |
| Participation and contribution                                           | 20%    | Grades are awarded for input and preparation for BUSI 4111 classes, for Brightspace management/responsiveness, for contribution to the teaching effort in general (including support to your partner), and for ongoing mutually supportive behaviours within the T&D community. This component will include your periodic meetings with mentors. |
| Note: Students must complete all elements of the course in order to pass |        |                                                                                                                                                                                                                                                                                                                                                  |

**Grading Scheme (Winter)**

| Item                                                                     | Weight  | Description                                                                                                 |
|--------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------|
| Teaching (In class)                                                      | 40%     | Based on teaching observations and evaluations                                                              |
| Weekly reflection & final letter                                         | 5% + 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                                    |
| Project (Training design)                                                | 25%     | Details to be given during winter term                                                                      |
| Final test (in class)                                                    | 10%     | 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 |         |                                                                                                             |

## Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



**Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!**

### Preparation and Participation:

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 20-25 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 Fridays 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.

**Course Schedule (Please note this is subject to change)****Fall 2026**

| Week / Dates                                       | Topic (Monday Speaker)                                          | Readings/Assignments (TBD) |
|----------------------------------------------------|-----------------------------------------------------------------|----------------------------|
| Week 1 (Sep 11)                                    | 4111 Seminar: What is OB / Psychological Contract               |                            |
| Week 2 (Sep 18)                                    | 4111 Seminar: Perception, Attribution & Diversity               |                            |
| Week 3 (Sep 25)                                    | 4111 Seminar: Job Attitudes, Emotions & Moods                   |                            |
| Week 4 (Oct 2)                                     | Individual & Organizational Motivation                          |                            |
| Week 5 (Oct 9)                                     | 4111 Seminar: Decoding Behaviour & Personality                  |                            |
| Week 6 (Oct 16)                                    | 4111 Seminar: Conflict & Negotiation                            |                            |
| Week 7 (Oct 23)                                    | Exam question voting (No interactive next week)                 |                            |
| Oct 26 to Oct 30<br>Fall Reading Week - No Classes |                                                                 |                            |
| Week 8 (Noc 6)                                     | 4111 Seminar: Group Dynamics & Work Teams<br>2101: Midterm Exam |                            |
| Week 9 (Nov 13)                                    | 4111 Seminar: Ethics                                            |                            |
| Week 10 (Nov 20)                                   | 4111 Seminar: Organizational Culture & Change                   |                            |
| Week 11 (Nov 27)                                   | 4111 Seminar: Power & Influence                                 |                            |
| Week 12 (Dec 4)                                    | 4111 Seminar: Decision Making; Exam design                      |                            |
| Week 13 (Dec 11)                                   | Question Voting (no interactive next week).                     |                            |

Winter 2027 schedule to be provided during the fall semester

## **Deliverables**

### **Story Time**

The Story Time activity is designed to deepen your understanding of OB concepts and help you teach these concepts to 2101 students. 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 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.

### **Participation and Contribution**

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 attend class (**mandatory**), ensure they follow the norms and expectations set at the beginning of the year to enhance a positive, and psychologically safe class climate. Finally, one component of this assessment will be based on your mentor's overall impressions of your performance regarding meaningful contributions to the class.

### **Exam Building**

Part of being an instructor means developing novel questions for assessing students' performance in the course. For this assignment, as a Course Leader, you are responsible for developing different styles of questions (i.e., multiple choice, short answer, and long answer) corresponding to the topic you presented during your interactive dry run.

### **Reflected Best Self**

This exercise has two main objectives:

- 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.

**\*Refer to Academic Calendar for dates University Closed Dates and Holidays**  
<https://calendar.carleton.ca/academicyear/>

### **Late Assignments:**

There is a late penalty for written assignments of 3% per day. If an assignment is 7 or more days late it will be considered missed. Regarding presentations, you are expected to present on your selected or assigned dates. If for any reason you cannot, you **must** let us know in advance: it is up to our discretion whether you will be permitted to present on another day.

## **Use of Generative Artificial Intelligence**

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes an academic integrity violation.

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

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

|                                                                                     |  |  |  |  |
|-------------------------------------------------------------------------------------|--|--|--|--|
| <i>their communications.</i>                                                        |  |  |  |  |
| <b>BI5 Global Awareness (BIB ONLY)</b><br><i>Graduates will be globally-minded.</i> |  |  |  |  |

### 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).

#### Recommended Calculator for Examinations

If you are purchasing a calculator, we recommend anyone 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, followership, 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](http://students.carleton.ca/course-outline)).

## **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, please review the [pregnancy academic accommodation process](#).

## **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, please review the [religious academic accommodation process](#).

## **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. For more details, visit the [Paul Menton Centre website](#).

## **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 where 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 the [Equity and Inclusive Communities website](#).

## **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. For more details, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25 KB\)](#).

### **Academic Consideration for Medical and Other Extenuating Circumstances**

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfil the academic requirements of their course(s) in a timely manner. The university supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented. Students may request Academic Consideration for Coursework or Other Academic Deliverable. For further information please review the [Procedure for Academic Consideration](#) and the [FAQ page](#).

### **Scheduling and Examination Support**

Scheduling and Examination Services provides various supports for both in-term and end-of-term tests and exams. Details can be found on the [Exam Support website](#).

### **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 [academicadvising@sprott.carleton.ca](mailto:academicadvising@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](http://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/>
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