



Carleton
University

Sprott
School of Business

Seminar in Management 1
BUSI 5180 / 6100
Fall, 2026

Instructor	Ruth McKay, PhD.
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Office hours	By appointment via email
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Class time	Wednesday 11:35am -2:25 pm NI 3040
Course Design:	Both in person and online through Zoom

Course Calendar Description: The development of post-structuralist organization theory is examined. Theories of organizational culture and symbolism, political theories of organization, ethnomethodological, decision-based and population ecology approaches are investigated. The social, economic, and intellectual forces shaping organization theory provides a major focus. Also offered, with different requirements, as BUSI 5180, for which additional credit is precluded.

Course Objectives

Organizations impact all segments of society and influence how we organize society. Understanding how organizations operate, what effects they have and how they interact with other societal institutions has been a key challenge for academics in many disciplines. The diversity in fields that study organizations has resulted in a wide variety of approaches reflecting the assumptions of the discipline in question as well as the changing contemporary context. This course is designed to explore theoretical approaches that have emerged in recent decades in the area of management. This course has three aims. First, to explore the idea of theory itself. What is a theory and how does it function in the study of organizations and the individuals and groups that inhabit them? What features characterize a good theory? Is the concept of theory itself limited by the preferences of the theorist? Without understanding the components of theory and their uses, discussion of theories offers little increased insight.

The second object of the course is to investigate a variety of theories that have either emerged or been rediscovered. Many of these theories have been derived from older traditions but have been applied to the study of organizations. In this course we will examine not only the internal workings of organizations but also their effects on society and the individuals and groups who act as stakeholders. Some of this material originates from outside the North American milieu. Many of the issues addressed will also vary from those normally encountered in the study of business. The idea is to

view organizational theory, not just from the narrow framework of strategic efficiency encountered in many business courses, but to expand our understanding of how organizations figure in the discourse of other academic areas and other intellectual traditions.

The final purpose of the course is to examine the factors that shape the theories under discussion. Organizational theories are the result of forces and interests derived from various groups working through a particular set of economic and political structures. In trying to comprehend the implications of theories we need to understand what factors gave rise to them and how they have been shaped by the circumstances in which they were applied. This helps us see why certain issues are highlighted while others are neglected; why some methodologies are favoured and others rejected. Placing these theories in their context also assists in understanding why organizational theory has developed along these diverse trajectories. It also helps to identify changes in theory related to management and opportunities for adding to literature.

EVALUATION

The mark for this course will consist of:

1. 5 weekly in-class submissions	20%
2. Participation in class	30%
3. Paper outline for major individual paper	5%
4. Major individual paper Due Dec 9th noon	<u>45%</u>
	100%

Course Content and Structure

The course will be conducted as a seminar with all participants contributing to the class through presentations, leading the class in questions and discussion, critical thought and participation. Each class all students will be assigned to present (a) specific reading(s) (list to be provided on a week to week bases) and to lead the class discussion related to the reading(s). These presentations may be assigned individually or in groups. There will also be in-class submissions based on assigned questions and a final paper.

Class Location

Sept 9	In person
Sept 16	Online
Sept 23	In person
Sept 30th	Online
Oct 7	In person
Oct 14	Online
Oct 28	Online

Nov 4	In person
Nov 11	Online
Nov 18	Online
Nov 27	In person
Dec 2	Online

In-class Submission

The in-class submissions are designed to assess your understanding of the readings and to promote seminar discussion. ***The first week there is no in-class submission.*** The submissions will be written during or following five specified classes. Students will be asked questions about the assigned readings that apply the content to world events. Students need to be in attendance on the days of the in-class submissions to receive this portion of the grade.

Participation in Class and Presentation of Readings

Each class will have common readings (those which everyone reads) and assigned readings (assigned at least one week before the class) for presentation. Students are required to participate in the class discussions contributing ideas and sharing in the dialogue about the subject and content (common and assigned readings). This means leading the discussion on the assigned reading(s) and then participating (asking questions or providing ideas etc.) in the discussion of the papers you are not assigned or that are common. Also, students will be graded on their ability to make the seminar experience educational and supportive. Your comments should demonstrate an understanding of the content of the readings as well as provide critical thought. Students need to be in attendance for each class to receive this portion of their grade. If you cannot make the class, please email the instructor in advance.

The presentations are not meant to be just a summary of the paper(s) being examined. Rather you should identify and discuss central issues concerning organization theory raised in the paper(s) from the perspective of the articles. The presentation should be on PowerPoint. Students should not just read their presentation but rather talk about the points in their slides. Please upload your slides and any accompanying notes to Brightspace by midnight the night BEFORE class. The presentation should include:

- Citations from paper you present – include on cover page of slides
- Who are the researchers (background, university etc.)
- Who are the subjects of the research if applicable
- Explain the essence of the paper and why it is worthwhile reading for this subject
- What are the weaknesses and strengths of the paper – outline 3 of each
- How does the paper link to organizations and management
- What additional research ideas of your own are raised through this paper – name three and explain

Note: This list of requirements for inclusion may change during the course.

Major Individual Paper

The major paper must address an issue that is directly included as a course theory. Do not reuse a paper from a different course or write one paper for two courses – this course and another course. Be careful if using AI. You will need to clarify how you used AI. If it is for research, you will need to provide examples of your AI searches. If you are using AI for other purposes provide samples of AI materials included and before and after you have used AI.

This paper should be a theory paper not a methodology paper. All paper ideas must be approved in advance and clarify how your paper will examine one of the theories in the course. The paper will be assessed on:

- Clarity of argument
- Depth of insight
- Integration of relevant course material
- Strength and relevance of theoretical component from course
- Grammar
- Paper flow, structure and the building of a logical discussion - is your paper difficult to read or does it demonstrate flow?
- Displaying an understanding of the theory developed in the paper
- Originality
- Comprehension of the subject and application selected

Paper structure

- 18-22 pages double spaced 12-point font
- References single spaced APA style citation
- Written in the style of a journal article (i.e. no cover page, abstract, introduction, paper map, conclusion)
- Due Dec 9th by noon submitted on Brightspace

In week 6-8 students will submit an outline of their paper idea for their final submission. This outline will be given feedback by the professor. Only approved outlines can provide the basis of the final submission.

Contribution to Learning Goals of the Program (PhD):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
	CHECK (X) ONE PER ROW			
PH1 Research Knowledge and Understanding <i>Graduates will have an understanding of research</i>				X

<i>philosophies, designs, methodologies and techniques foundational to conducting advanced academic research.</i>				
PH2 Scholarly Research <i>Graduates will be able to conduct scholarly research on complex issues facing organizations.</i>				X
PH3 Communicate Research Work and Results <i>Graduates can communicate complex ideas, research activities and results to academic, practitioner and student audiences both orally and in writing.</i>			X	
PH4 Professional Activities and Functions <i>Graduates can effectively teach, conduct research and participate in professional organizations and networks in academic and other public and private sector organizations.</i>				X

Contribution to Learning Goals of the Program (MSc):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
	CHECK (X) ONE PER ROW			
MS1 Research Knowledge <i>Graduates will have an understanding of research philosophies, designs, methodologies and techniques foundational to conducting academic research in management.</i>			X	

MS2 Scholarly Management Research <i>Graduates will be able to conduct scholarly research on issues facing organizations</i>			X	
MS3 Communication <i>Graduates can communicate complex ideas, research activities and results.</i>			X	
MS4 Professional Activities <i>Graduates will engage with professional organizations or networks in academia or practice.</i>		X		

ADDITIONAL INFORMATION

Course Sharing Websites

Student or professor 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 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.

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			

WDN = Withdrawn from the course

DEF = Deferred (See above)

Academic Regulations, Accommodations, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website.

Requests for Academic Accommodations

For Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case**

basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 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. Penalties may include; a grade of Failure in 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: <http://carleton.ca/studentaffairs/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/>

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, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>