

Course Code: BUSI3104

FALL 2026

Instructor	Dr. Robert Smart
Email Address	robert_smart@carleton.ca
Class Times	Tuesdays 2:35am – 5:25 pm
Modality	Lecture three hours a week.
Office Hours	Online by appointment
Office Location	7020 NI
TA Name/Email	TBA

Pre-Requisites & Preclusions:

Prerequisites: BUSI 2101, BUSI 2121, BUSI 2702, or PSYC 2801 with a grade of C or higher

Preclusions: N/A

Course Description/Instructor's Statement

Managing the performance of self and others. Topics include self-awareness, motivation, leadership, communication, diversity, and creativity. Extensive use is made of self-assessments and experiential learning.

COURSE DESCRIPTION

This course explores the challenges and opportunities for managing the performance of self and others in organizations today. Topics include self-awareness, motivation, leadership, communication, power, and learning. Extensive use is made of self-assessments and experiential learning to help learners understand the theory and practice of human performance.

BUSI 3104 is a core course in the School's concentration in Management.This course was designed to help students develop interpersonal skills and appreciate the importance of understanding oneself as well as interacting with and managing others. Students will explore fundamental concepts and theories, develop relevant skills, and explore current trends.

COURSE APPROACH

The class will be held in an interactive format and your communication skills will be challenged and developed on a weekly basis. We will learn through lectures, readings, discussions, videos, class simulations, and individual assignments. Because this course is offered in a highly interactive format, the effectiveness of this course depends on your commitment to interaction. For this course to succeed, you must prepare for all classes, attend all classes, contribute to class discussions and exercises, and thoughtfully complete assignments.

LEARNING OUTCOMES

Following the successful completion of the course, you should be able to:

1. Recognize, define, and discuss the terminology, concepts, basic principles, analytic techniques, and theoretical underpinnings of managing individuals in a business setting.
2. Recognize the importance of interpersonal skills and understand the impact that they have on individual performance in a business setting.
3. Identify and assess interpersonal challenges in real-life business situations using the appropriate terminology, concepts, basic principles, analytic techniques, and theoretical knowledge.
4. Develop reasonable solutions to interpersonal challenges in real-life business situations using the appropriate terminology, concepts, basic principles, analytic techniques, and theoretical knowledge.
5. Analyze and assess your own interpersonal skills in business settings.
6. Reflect on your learning from the course and formulate strategies for developing your interpersonal skills.

Required/Optional Materials & Prices

The following texts are required:

1. Robbins S.P. & Hunsaker, P.L. (2012) *Training in Interpersonal Skills* (6th Ed). Upper Saddle River, NJ: Pearson.
    a. Online version
2. One popular press book of your choice relevant to improving your interpersonal skills in a business setting (subject to instructor approval).

Grading Scheme

1. Preparation & Contribution (10 quizzes & Contribution)	20%
2. Assignments	35%
3. Test	20%
4. Performance Coaching Project	25%
Total	**100%**

1. Preparation & Contribution – worth 20% of your final grade.

Throughout the course you will be expected to come to class each week fully prepared to participate in class activities and discussions. It is imperative that you attend class, arrive prepared, and engage fully in activities in order to receive a high grade in this component. To assess this component this class may use weekly quizzes. *See course website to understand the criteria for evaluation on preparation and participation grade*.

2. Assignments (3 assignments) - worth 35% of your final grade.

A total of three assignments will be assigned throughout the term. The assignments will consist of readings & questions from the textbook, self-reflection exercises and research activities. This course makes extensive use of peer evaluation and feedback as a tool for learning. You will be expected to evaluate your peer's work and provide meaningful and constructive feedback on assignments and activities. *See course website to understand the criteria for evaluation on peer evals.*

3. Test - worth 20% of your final grade*
The test will encompass all material covered in the text, lectures, in-class discussions, and activities, up to and including the material covered during the lecture prior to the test. More information on the format of the test will be provided in class.

> *If you must miss the test due to verifiable illness (or, in rare cases, due to some other circumstances beyond your control) you may apply to write an alternate mid-term exam by submitting a medical certificate or other verifiable documentation to the instructor no later than five (5) calendar days after the test date. A deferred test will be scheduled for you. This test may cover more content than the midterm given to the class. Please use the medical certificate form found at: https://carleton.ca/registrar/wp-content/uploads/Medical-Certificate-Form.pdf

4. Final Performance Coaching Project – worth 25% of your final grade*
The final project encourages students to apply their knowledge of human performance to the challenges faced by real managers. Students will assess the strengths and weaknesses of a manager and develop a strategy for enhancing the performance of that individual. A performance coaching proposal must be submitted in week 7.

The final project report will consist of a preliminary skills assessment, literature review, and action plan for improving performance. You are expected to consult a variety of quality sources, that go beyond the textbook and lecture materials, to enhance your understanding topic, including a description of the concept, its history, its relevance to managers, etc. Proper referencing of your sources is also required (APA 7th edition format). *It is important that you are aware of the checkpoints throughout the term for this project. See course website to understand the criteria for evaluation on the final performance coaching project.*

> *Deadlines are strict. Failure to meet deadlines will result in grade penalties of 10% per day. **Assignments more than 7 days (1 week) late will be considered missed.** The quality of your writing is an important component of effectively presenting your "ideas". If you need or would like coaching on your writing skills, help is available to you at the writing tutorial service (WTS) at www.carleton.ca/wts/. Please retain a hard copy of all work that is submitted for your own records.

Staying on top of your deadlines (*course website*).
Information on weekly assignments and other general information will be communicated during class on a regular basis. However, weekly readings, critical additional information, updates about the class and details regarding upcoming assignments will be posted to the course webpage (Brightspace at https://brightspace.carleton.ca/) **It is your responsibility to visit the *course website* regularly.**

University Academic Calendar: https://calendar.carleton.ca/academicyear/

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!

Late Assignments:

Students are expected to behave professionally, including meeting deadlines. However, we understand that sometimes, despite an individual's best efforts and for good reason, deadlines may be missed (e.g., illness, family emergency, etc.).

Please note that submission after the posted deadline will usually result in a delay in grading and feedback.

Work must be submitted by the deadline posted.

Beyond this point, late deductions will incur increasing penalties of 10 percentage points per day. Submissions that are more than 5 days late will not be accepted and will incur a grade of 0.

For example, if an assignment earns a nominal grade of 45/50 (i.e., 90%) but is received 2.5 days late, the actual grade assigned will be 25/50 (i.e., 70%).

Risk management is an essential part of business. To avoid penalties, we encourage you to work ahead whenever possible.

New Deferred In-Term Examination System (Monday mornings @ 7:15am)

We've implemented a NEW centralized System for Deferred In-Term Exams.
 Scheduled Time and Location: Deferred midterms will now be held on Monday mornings at 7:15 am in Room 4030. **Each course instructor will select Monday(s) to hold their deferred midterm.**
 Include in Course Outline: Please include this deferred midterm date in your course outline to ensure all students are aware. Each midterm can only be deferred once, and this will be the single opportunity for students who defer their original midterm.
 Tracking and Support: The team on the 7th floor will manage a schedule and database of all deferred exams and student attendance.

COURSE AGENDA

Week / Dates	Topic	Readings/Assignments
Week 1	▪ Introduction to Managing Individuals ▪ Review of Course Outline ▪ Class introductions	Ch 1 (Robbins & Hunsaker) Ch 1*(Whetten & Cameron) Assigned readings
Week 2	▪ Personal Effectiveness ▪ Self-awareness ▪ Self-management	Ch 2 (Robbins & Hunsaker) Ch 3 (Robbins & Hunsaker) Assigned Readings
Week 3	▪ Communication ▪ Communication ▪ Listening	Ch 5 (Robbins & Hunsaker) Ch 6 (Robbins & Hunsaker) ▪ Assignment #1 Due
Week 4	▪ Motivation 1 ▪ Goal setting ▪ Learning and development	Ch 9 (Robbins & Hunsaker) Ch 6* (Whetten & Cameron) Assigned readings
Week 5	▪ Motivation 2 ▪ Coaching ▪ Providing feedback	Ch 7 (Robbins & Hunsaker) Ch 10 (Robbins & Hunsaker) Assigned readings
Week 6	▪ Creative Thinking ▪ Identifying bias ▪ Design thinking	Ch 19 (Robbins & Hunsaker) See Assigned Readings Assignment #2 Due
Week 7	▪ Problem Solving and Ethics ▪ Emotional Intelligence ▪ Ethical decision making	Ch 18 (Robbins & Hunsaker) Ch 4 (Robbins & Hunsaker)
Fall Reading Week No Classes		
Week 8	▪ Power and Influence ▪ Politicking ▪ Persuading	Ch 12 (Robbins & Hunsaker) Ch 13 (Robbins & Hunsaker) Coaching proposal
Week 9	▪ Followership and Leading Change ▪ Followership and Engagement Applying leadership style	Ch 15 (Robbins & Hunsaker) Ch 19 (Robbins & Hunsaker) Ch 8* (Whetten & Cameron)
Week 10	▪ Test	
Week 11	▪ Employee well-being & Performance ▪ Managing stress ▪ Trust	Ch 2* (Whetten & Cameron) Performance Coaching Report due (25%)
Week 12	▪ Performance at work ▪ Networking & interviewing Measuring Human Performance	Assigned readings Assignment #3 (Journal) Due

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

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
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**
BI5 Global Awareness (BIB ONLY) *Graduates will be globally-minded.*				

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, 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).

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/