



**CARLETON UNIVERSITY
MANAGEMENT & STRATEGY
BUSI 3104 A
Fall 2019
Managing Individual Performance**

INSTRUCTOR: Dr. Robert Smart
OFFICE: 1013DT
OFFICE HOURS: Mondays 5pm – 6pm or by appointment
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COURSE MEETS: Mondays 11:35am – 2:25 pm
COURSE WEB PAGE: CuLearn at <https://www.carleton.ca/culearn/>

COURSE PREREQUISITES

Prerequisite(s): [BUSI 2101](#), [BUSI 2121](#), [BUSI 2702](#), or [PSYC 2801](#) with a grade of C or higher
The School of Business enforces all prerequisites.

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.



TEXT

The following texts are required:

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

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.

EVALUATION

1.	Preparation & Contribution (10 quizzes x Contribution)	10%
2.	Assignments	40%
3.	Test	25%
4.	Performance Coaching Project	25%
Total		100%

1. Preparation & Contribution – worth 10% 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 CuLearn to understand the criteria for evaluation on preparation and participation grade.*

2. Assignments (3 assignments) - worth 40% 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. *See CuLearn to understand the criteria for evaluation on assignments.*

3. Test - worth 25% of your final grade*

There will be one in-class test held during the term. 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:

http://www.carleton.ca/registrar/forms/Med_Cert_Carleton_University.pdf

4. 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 and approved by the instructor (in week 7).

The final project report will be 5 pages in length (double spaced, standard format, not including appendices) and will consist of a preliminary skills assessment (due in week 8), literature review, and action plan for improving performance. You are expected to consult a variety of quality sources, that go beyond the text book 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 6th edition format). *It is important that you are aware of the checkpoints throughout the term for this project. See CuLearn 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 (CuLearn).

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 (<https://www.carleton.ca/culearn/>). **It is your responsibility to visit CuLearn regularly.**

COURSE AGENDA

Week / Dates	Topic	Readings/Assignments
Week 1 (Sept 9)	<ul style="list-style-type: none"> ▪ Introduction to Managing Individuals <ul style="list-style-type: none"> ▪ Review of Course Outline 	Ch 1 (Robbins & Hunsaker) Ch 1*(Whetten & Cameron) Assigned readings
Week 2 (Sept 16)	<ul style="list-style-type: none"> ▪ Personal Effectiveness <ul style="list-style-type: none"> ▪ Self-awareness ▪ Self-management 	Ch 2 (Robbins & Hunsaker) Ch 3 (Robbins & Hunsaker) Assigned readings
Week 3 (Sept 23)	<ul style="list-style-type: none"> ▪ Communication <ul style="list-style-type: none"> ▪ Communication ▪ Listening 	Ch 5 (Robbins & Hunsaker) Ch 6 (Robbins & Hunsaker) ▪ Assignment #1 Due
Week 4 (Sept 30)	<ul style="list-style-type: none"> ▪ Motivation 1 <ul style="list-style-type: none"> ▪ Goal setting ▪ Learning and development 	Ch 9 (Robbins & Hunsaker) Ch 6* (Whetten & Cameron) Assigned readings
Week 5 (Oct 7)	<ul style="list-style-type: none"> ▪ Motivation 2 <ul style="list-style-type: none"> ▪ Coaching ▪ Providing feedback 	Ch 7 (Robbins & Hunsaker) Ch 10 (Robbins & Hunsaker) Assigned readings
Monday, October 14 th Thanksgiving Holiday No class		
Oct 21-Oct 25 Fall Reading Week No Classes		
Week 6 (Oct 28)	<ul style="list-style-type: none"> ▪ Problem Solving and Ethics <ul style="list-style-type: none"> ▪ Creative problem solving ▪ Ethical decision making 	Ch 18 (Robbins & Hunsaker) Ch 19 (Robbins & Hunsaker) • Assignment #2 Due
Week 7 (Nov 4)	<ul style="list-style-type: none"> ▪ Power and Influence <ul style="list-style-type: none"> ▪ Politicking ▪ Persuading 	Ch 12 (Robbins & Hunsaker) Ch 13 (Robbins & Hunsaker) ▪ Coaching proposal
Week 8 (Nov 11)	<ul style="list-style-type: none"> ▪ Followership/Leadership <ul style="list-style-type: none"> ▪ Followership ▪ Applying leadership style 	Ch 4 (Robbins & Hunsaker) Ch 14 (Robbins & Hunsaker) Assigned readings
Week 9 (Nov 18)	<ul style="list-style-type: none"> ▪ Employee Engagement and Change <ul style="list-style-type: none"> ▪ Engaging employees ▪ Managing change 	Ch 15 (Robbins & Hunsaker) Ch 8* (Whetten & Cameron) Assigned readings
Week 10 (Nov 25)	<ul style="list-style-type: none"> ▪ Test (25%) 	
Week 11 (Dec 2)	<ul style="list-style-type: none"> ▪ Employee well-being & Performance <ul style="list-style-type: none"> ▪ Managing stress ▪ Trust 	Ch 2* (Whetten & Cameron) ▪ Performance Coaching Report due (25%)
Week 12 (Dec 6) **Friday Class**	<ul style="list-style-type: none"> ▪ Performance at work <ul style="list-style-type: none"> ▪ Networking & interviewing ▪ Measuring Human Performance 	Assigned readings ▪ Assignment #4 (Journal) Due

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

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

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

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

Pregnancy 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

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 cooperation 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 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/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

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 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 may wish to do so by visiting <http://carleton.ca/ccs/students/>
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