



# MGMT 5100

## Managing People and Organizations

### Fall 2014

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<b>Course Time &amp; Location</b>	
<b>5100A:</b>	Monday. 2:30 to 5:30, DDT 328
<b>5100D:</b>	Monday. 6:00 to 9:00, DDT 328
<b>Office Hours</b>	To be determined

## OBJECTIVES

This course is divided into two approximately equal halves. Weeks 1 through 6 are devoted to material designed to increase your self-awareness and help you understand why you and others behave as you do in organizations and groups. The focus is on the individual and the interpersonal skills needed to be a good manager (i.e. discussion is at the "micro" level). The topics to be covered (learning, perception, motivation, personality, communication skills) are the practical skills all managers should possess; you can begin to apply them immediately at work and home.

In weeks 7 to 12 the focus switches from the individual to relationships between individuals within the organization and between different organizational units (i.e. discussion is at the "macro" level). Topics covered in this half of the course all relate to organizational effectiveness – leadership, organizational design, team work, negotiation, culture, decision making. The focus here is on organizational processes and inter-relationships that have been linked with performance and success.

When you have finished this course you should know yourself better, have better people skills, and have an increased awareness of how to evaluate the effectiveness of organizational structures and processes.

## LEARNING OBJECTIVES

This course has the following learning objectives:

- To increase your self-awareness
- To help you become more skilled at analyzing behavior in organizations
- To help you learn what actions are appropriate for different situations
- To help you acquire a larger repertoire of behaviors or skills

## COURSE RESTRICTIONS

None

## PREREQUISITES

Enrolment in the MBA program in the Sprott School of Business or permission of the School.

## TEXT BOOK

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

**Journal articles** as listed on course outline. Students will be able to access their electronic readings 24/7 through cuLearn or the web.

The workbook, consists of content, exercises, and tips for managers. **Please bring the workbook 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.

## EXAM DATE

There no exam for this course

## DROP COURSE POLICY:

You may drop this course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. Students with relevant medical issues and supporting documentation may petition the School to have the ABS grade changed back to WDN.

## GRADING SCHEME

When designing this course I had three objectives: to teach the material, to make the material interesting and to make it fun. As such, there are a number of ways to earn marks in this course, many of which are somewhat unconventional.

Your mark will be based on the following:

Class Participation	15%
PAA's (6 in total)	35%
Portfolio	25%
Case (Custom Chip Case)	25%
Total	100%

Details on each of these requirements 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. I value quality rather than quantity—talking for the sake of talking does not improve your class contribution grade. I am looking for evidence of good critical thinking on your part: getting to the nub of an article, 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. Bringing articles to class that have relevance to the course material (i.e. those that you will be putting in your portfolio) is also a form of participation. 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:

- X Follow the instructions in the **Class Preparation**, which are the first few pages of each chapter in the workbook.
- X **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.
- X Be ready to help pull together the learning's from the class.

I will also do several 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 have the opportunity to lose participation marks. The success of the exercises we do in class depend on all of you coming to class having done the pre-work ahead of time. I will penalize any student who comes to class without having done the pre-work by taking one mark off your final participation grade for each occurrence.

**Personal Application Assignment (PAA):** Each chapter in the book includes a PAA. The student has the option each week of writing a 5-8 page paper called a PAA. These PAAs will be your way of reflecting and commenting on the class experience and applying some personal interest or experience of yours to the class lesson. Each PAA should:

- a. summarize what you learned from the in-class exercise(s) including your opinions, feelings, and thoughts;
- b. demonstrate some of the knowledge gained from the workbook 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
- e. demonstrate wit, humor and be delightful to read."

You are required to hand in 6 PAAs. They are due the week after the topic was covered in class. Each PAA will be marked out of 20. Your mark on these six PAAs will constitute 35% of your grade.

**Environmental Scan and Portfolio:** There is no doubt that contemporary organizations face issues relating to all of the topics covered in this course. This exercise will give you

an opportunity to look at how the business media is covering the issues that we are discussing in this course. During the term you should search the media (i.e. newspapers, popular business magazines, news documentaries, television business programs, the internet) to find recent examples (within the last 12 months) of how business are being affected by and/or are dealing with issues relating to the following 8 topics: operating across cultures, the psychological contract, learning, personality, perception and attribution, motivation and communication. You should also find a story that you can use to illustrate “management theory” in action (i.e. case where organization is following a particular management approach). Your portfolio should include an introduction (one to two pages), a section on each of the 8 topics listed in the outline below (one to three page on each) and a conclusion (three to five pages). Each of the 8 main sections will include the article (or a summary of the situation if you are dealing with a news show etc) and a short analysis of the problem/challenge/opportunity the organization was facing and how it relates to the material covered in this course. References must be in APA format. The conclusion will include your key impressions of the material covered in the course and its relevance to business. The qualities of your conclusions are the key to the overall mark you will get for your portfolio. The evening class can, if they want, a maximum of one situation from their workplace rather than the media if they so chose.

The portfolio will be worth 25 marks and is due in the main office (put in the slot with the course name and number clearly marked) by **noon Friday Oct. 10th, 2014**. Anything handed in after the noon cut off period will be considered late and a late penalty (a grade a day) will be applied.

**Custom Chip Case:** Apply the material covered in week seven to twelve to answer the five questions at the end of this case. This assignment should be 10 to 20 pages in length. The portfolio will be worth 25 marks and is due in the main office (put in the slot with the course name and number clearly marked) by **noon, Monday Dec. 15<sup>th</sup> 2014**.

### **Information relevant to completion of Assignments<sup>1</sup>**

- X 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 5-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 take-home written work must be submitted typed, double-spaced, on letter-size paper, with 2.5 cm margins all-round, in Times-Roman 12, Arial 11, or equivalent font.
- X In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material.
- X Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties (please see the statement on plagiarism in the Spratt School attachment). For additional help, you are strongly encouraged to consult the document

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<sup>1</sup> Thanks to Dr. N. Papadopoulos for drawing up this list.

“Paper Formatting & Documentation Guidelines”, on the Spratt website at Academic Programs → Useful Links → Paper Writing Guidelines.

- X All assignments are normally marked and returned in-class one week after submission.
- X Deadline extensions will not be granted and late 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).
- X The above evaluation plan may have to be changed if changing class conditions so warrant.
- X Students who miss a week of classes are required to hand in the PAA for the material that they missed, regardless of whether or not they have completed the six PAAs required for the course.

### **CLASS FORMAT**

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.** In order 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 call me/or send me an e-mail beforehand so we can make special arrangements if need be. There is a lot to do each class and we have to start on time. As such, it is important that you all arrive to the class on time. Once the class has started, the door will be shut and you may not enter until the break. Exceptions will be made if you have a good reason for being late.

**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. If you find it difficult to participate in class, please come see me in the beginning of the course so we have time to remedy the situation.

### **CLASS SCHEDULE**

The schedule provided below may be modified and it is each participant’s responsibility to keep up to date with any specific changes announced in class. When designing this course I have stuck to the following principles:

- X Lecture: 45 to 60 minutes
- X Experiential exercise: 60 to 90 minutes
- X Review of key learning's and links to “real world”: 30 to 60 minutes

<b>Week</b>	<b>Date</b>	<b>Topic and Preparation for Class</b>
<b>1</b>	<b>Sept. 4<sup>th</sup></b>	<b>Introduction to course/ Psychological Contract</b>
<b>Workbook:</b> X xv to xxvii and Chapter one		
<b>2</b>	<b>Sept 8<sup>th</sup></b>	<b>Theories of Managing People/Perception and Attribution</b>
<b>Workbook:</b> X Chapters two and nine <b>Journal Articles:</b> Cultural Constraints in Management Theories by Hofstede		
<b>3</b>	<b>Sept 15<sup>th</sup></b>	<b>Learning</b>
<b>Workbook:</b> • Chapter three <b>Assignment for Class:</b> Please complete and score learning inventory <u>before</u> class <b>Journal Articles:</b> Deep Smarts, Leonard and Swap		
<b>4</b>	<b>Sept. 22<sup>nd</sup></b>	<b>Motivation</b>
<b>Workbook:</b> • Chapter 5 <b>Journal Articles:</b> On the Folly of Rewarding A, While Hoping for B by Kerr <b>Assignment for Class:</b> Please complete and score the MAOB before you come to class.		
<b>5</b>	<b>Sept 29<sup>th</sup></b>	<b>Communication</b>
<b>Workbook:</b> • Chapter 8 <b>Journal Articles:</b> • Adler, Communicating across cultural Barriers • Tannen, The Power of Talk: Who Gets Heard and Why		
<b>6</b>	<b>Oct. 6<sup>th</sup></b>	<b>Personality</b>
<b>Workbook:</b> • Chapter 4 Note: You <u>must</u> complete the MBTI by Midnight Sept. 22nd or marks will be deducted from your final grade (half a grade point a day)! The cost for the MBTI last year was \$29 plus GST. You will be required to pay before you can take the test. To complete this test you should go to the following site: <a href="http://sprottmba.careerid.com/">http://sprottmba.careerid.com/</a> Someone from Faculty Services will be coming to the classroom on Monday Sept. 15th and will collect the money for the test at this time. You can pay with credit card or interact.		
<b>Thanksgiving Oct. 13<sup>th</sup>: No Class</b>		
<b>Exam Week: No class Oct. 20<sup>th</sup></b>		
<b>Break Week: No Class Oct 27<sup>th</sup></b>		
<b>7</b>	<b>Nov 3<sup>rd</sup></b>	<b>Organization Theory and Design</b>
<b>Workbook:</b> • Chapter 21		
<b>8</b>	<b>Nov 10<sup>th</sup></b>	<b>Group Dynamics and Teams/Problem Solving</b>
<b>Workbook:</b> • Chapters 10 and 11		

<b>Week</b>	<b>Date</b>	<b>Topic and Preparation for Class</b>
<b>9</b>	<b>Nov 17<sup>th</sup></b>	<b>Conflict and Negotiation/Power</b>
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapters 13 and 18</li> </ul> <b>Journal Articles:</b> The Science of Persuasion, Cialdini <b>Assignment for Class:</b> Please complete and score conflict style measure <u>before</u> class and review the negotiation exercise pg. 355		
<b>10</b>	<b>Nov 24<sup>th</sup></b>	<b>Leadership</b>
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter 15</li> </ul> <b>Journal Articles:</b> <ul style="list-style-type: none"> <li>• What should I do with my life? Bronson (personal leadership)</li> </ul> <b>Assignment for Class:</b> Identify someone whom you consider to be an effective leader. Come to class prepared to talk about why you think that they can be considered a leader.		
<b>11</b>	<b>Dec 1<sup>st</sup></b>	<b>Culture</b>
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter 16</li> </ul> <b>Assignment for Class:</b> Please read The Ecoquest Case, Part I before class and complete the questions. Please bring your completed answers to class. <b>Do <u>not</u> read Part II of the case until we have done the first part of the case.</b>		
<b>12</b>	<b>Dec 8<sup>th</sup></b>	<b>Decision Making</b>
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter 17</li> </ul> <b>Assignment for Class:</b> Make sure that you have done Case 1, 2 and 3 before you come to class. Please bring your completed answers to class. Do Decision Style Inventory before coming to class		

## Summary: Important dates and deadlines

- Payment for MBTI: Monday Sept. 15th (need credit card or interact).
- MBTI: You must complete the MBTI by Midnight Sept. 22nd, 2014
- Portfolio Due: noon Friday Oct. 10th, 2014
- Custom Chip Case Due: noon, Monday Dec. 15<sup>th</sup> 2014.

**BASIC NORMS FOR THIS CLASS:  
A CALL TO ACTION FOR LEARNING AND SUCCESS THROUGH COMMITMENT**

*You are investing a lot of time, energy, and money in your education. Your chances of earning a potential return on your investment in each course end when each course does. Learning and success in your education requires your active commitment to it. You will be successful in this course if during class and homework times you are prepared to learn, engage in, and commit to the learning process. I am prepared to do everything I can to help you.*

<b>My Commitment</b>	<b>Your Commitment</b>
<ul style="list-style-type: none"> <li>• Prepare a learning environment for each class.</li> </ul>	<ul style="list-style-type: none"> <li>• Come to all classes ready to learn and participate.</li> </ul>
<ul style="list-style-type: none"> <li>• Start and finish on time, provide a break</li> </ul>	<ul style="list-style-type: none"> <li>• Attend all classes, attend each class in full. Missing classes and/or arriving late or leaving early, except for emergencies and with notification, is rude to the class and disruptive of the learning environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Cell phone/PDA switched off throughout class.</li> </ul>	<ul style="list-style-type: none"> <li>• Cell phone/PDA switched off throughout class.</li> </ul>
<ul style="list-style-type: none"> <li>• Solicit and encourage participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate constructively, presenting own ideas and critiquing those of others.</li> </ul>
<ul style="list-style-type: none"> <li>• Present opportunities to learn new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Strive to learn, seek clarification, and ask questions.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide opportunities to apply new learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about how to apply new learning to examples given and share with class.</li> </ul>
<ul style="list-style-type: none"> <li>• Keep up-to-date with theory and practice and link course material to current events.</li> </ul>	<ul style="list-style-type: none"> <li>• Make an effort to track what's happening in your profession.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide assistance and opportunities to consult during class breaks, during office hours, by email, and at other times as required subject to availability.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek assistance as issues arise. Do not expect 24 hour e-mail feedback, and consider your colleagues – the instructor deals with many students.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide detailed instructions on assignments. Provide timely feedback on assignments, exams.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions. Hand assignments in on time, learn from feedback.</li> </ul>
<ul style="list-style-type: none"> <li>• Treat all course participants as responsible professionals, and act with civility and professionalism at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat all course participants as responsible professionals, and act with civility and professionalism at all times.</li> </ul>

Original prepared by Dr. L.A. Heslop; adjusted by Dr. N. Papadopoulos

## **Policy on Mobile Devices**

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

## **Group Work**

The Spratt 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 instructor 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.*

## **Person with Disabilities**

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

## **Religious Observance**

Students requesting academic accommodation on the basis of religious observance 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 academic 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 or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

## **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.

### **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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.