



Carleton
University

Sprott
School of Business

CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 3104A
FALL 2023
MANAGING INDIVIDUAL PERFORMANCE

Instructor: Chelsie Smith
Office: NI 7010, Desk 8
Office Hours: Fridays 3-4pm or virtual by appointment
Email: chelsiesmith@cunet.carleton.ca

TA: TBD
Email: TBD

Class: Fridays 11:35am – 2:25 pm
Room: NI 4050
Modality: In-person

Pre-requisites: BUSI 2101, BUSI 2121, BUSI 2702, or PSYC 2801 (with a grade of C or higher). *The Sprott 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

Managing Individual Performance invites you on a journey of exploration, intellectual development, and personal understanding – with the explicit goal of equipping you with the tools you will need to become a more effective workplace manager. This course offers an extensive examination of the fundamental components of individual performance management through both theory and practical experience. Classes are designed to enhance your comprehension, self-awareness, and capacity for effective management. We will consider some of the key areas that can make or break individual performance and learn how to identify areas and pathways towards growth for both you and others who look to you for guidance. This course will require extensive personal reflection and strongly encourages active self-improvement over time.

COURSE APPROACH

This course will take an experiential, action learning approach. In particular, the course uses a combination of lectures, case studies, multimedia, experiential exercises, self-

assessment techniques, and peer feedback to enhance your learning and development as a leader. The role of your course instructor is not simply to provide the answer, but rather to create an environment where you can individually and collectively explore, examine, and experiment with your own ideas. As such, much emphasis will be placed on active participation in class. Because this course is designed to be highly interactive, the effectiveness of this course depends on your preparation, presence, and commitment. 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

Once you have successfully completed 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 effective individual performance can have in a business setting.
3. Identify and assess intrapersonal and interpersonal challenges in real-life business situations using the appropriate terminology, concepts, basic principles, analytic techniques, and theoretical knowledge.
4. Develop reasonable solutions to intrapersonal and interpersonal challenges 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 and formulate strategies for developing interpersonal skills.

TEXTBOOK

The course will loosely follow the textbook listed below. You are not required to purchase this textbook, although you are welcome to do so.

Robbins, S. P., & Hunsaker, P. L. (2012). *Training in Interpersonal Skills (Sixth Edition)*. Pearson.

There will be separate required readings that you will be able to access on Brightspace and through the MacOdrum Library's ARES Reserves. I will post instructions on the Brightspace page indicating how to access your readings.

EVALUATION

1. Class Participation	10%
2. Weekly Quizzes	10%
3. Assignment #1: Self-Reflection	15%
4. Assignment #2: Research Summary & Application	20%
5. Assignment #3: Resolving Management Problems	15%
6. Final Exam	30%

Total	100%
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1. Class Participation (10%)

Being an effective manager requires that you show up to work adequately prepared and ready to engage fully in your tasks. This semester, the same will be expected of you each week. You will be expected to come to class every Friday having done the readings and prepared to participate in the class activities. These activities are designed to test your understanding of management and to help you identify areas for improvement as a manager. It is imperative that you attend class and engage fully in class activities to receive strong participation marks. To assess this component, short written summaries of the activity and your participation in it may be required. *Further details on the criteria for evaluation will be discussed in class and posted on Brightspace.*

2. Weekly Quizzes (10%, best 10 of 11)

Weekly quizzes, hosted on Brightspace, will help to reinforce your understanding of the lecture material and readings. These will be available immediately following class each week until 9pm Monday evening of the following week. *Full details about the weekly quizzes will be posted on Brightspace and discussed in class.*

3. Assignment #1: Self-Reflection (15%, Due Oct. 6th at 9pm)

During Week 1 and Week 2 of the class, you will be asked to complete six questionnaires that will reveal information about your learning style, interpersonal behaviours, personality, values, and locus of control. The objective of this assignment is to reflect on your scores on these measures, relate them to your personal experiences, and speculate about how they may affect your management in the future. *Full details on the writing prompts to be used and the evaluation criteria will be posted on Brightspace and discussed in class.*

4. Assignment #2: Research Summary & Application (20%, Due Nov. 10th at 9pm)

Most weeks of the term, you will be assigned an academic article to read that is related to the content we will be discussing in class. As a manager, it is important to understand what the literature says about how best to manage others (and not just to rely on the advice of online management gurus of questionable quality!). The objective of this assignment will be to summarize and critique one of the papers you have been assigned in class, and to explain how the findings relate to real-life management scenarios. *Full details on the writing prompts to be used and the evaluation criteria will be posted on Brightspace and discussed in class.*

5. Assignment #3: Resolving Management Problems (15%, Due Dec. 1st at 9pm)

As a manager, you will be asked to solve (or at least provide advice or give your thoughts about) thorny workplace issues. For this assignment, you will ask your friends and family to provide you with tough workplace scenarios that they've faced. From these, you'll pick one issue and provide the person with advice on how to handle it. The final product will be either a paper or a "podcast" episode – your choice! Check out the episodes of *Work Appropriate* in the course syllabus for an idea of what the final product might look like in practice. *Full instructions and evaluation criteria will be posted on Brightspace and discussed in class.*

6. Final Exam (30%)

The final exam will take place during the formal final exam period in December. This closed book test will draw from lecture material, assigned readings, in-class discussions, and activities, from across the term. You do not need to pass the final exam to pass the class. *More information on the format of the exam will be provided in class.*

** Please note: **Deadlines are strict.** Unpardoned late submissions will result in grade penalties of an absolute 10% per day (e.g., a 76 becomes a 66). Assignments more than 7 days (1 week) late will be considered missed.*

Staying on top of your deadlines (Brightspace)

Information on all assignments and other general information will be communicated during class often. However, weekly readings, critical additional information, updates about the class, and details regarding upcoming assignments will be posted on the course webpage. *It is your responsibility to visit our class Brightspace page regularly.*

Help with Writing

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 [Centre for Student Academic Support](#).

Help with Citations

APA formatting will be required for all assignments. If you are unfamiliar with APA, [OWL Purdue](#) is a great first resource. *Remember that not knowing how to cite and/or not citing appropriately by mistake are **not** valid excuses for violating Carleton University's Academic Integrity Policy* (see more about this below). If you have any questions or concerns about citations in particular, please send me an email or talk to me in class.

COURSE AGENDA*

Dates	Topic	Readings & Assignments
Week 1 (Sept. 8)	<i>Topic:</i> Introduction to Managing Individual Performance	Duarte et al. (2021) Work Appropriate: <i>How to Be a Better Boss</i>
Week 2 (Sept. 15)	<i>Topic:</i> Personal Effectiveness <ul style="list-style-type: none"> • Self-awareness • Self-management 	Harvey et al. (2014) TED: <i>Who are you, really?</i> <i>The puzzle of personality</i> (Brian Little)
Week 3 (Sept. 22)	<i>Topic:</i> Writing Workshop <ul style="list-style-type: none"> • Writing for an academic setting • Writing for a business setting 	Birchard (2021) <i>Academic Writing: How to Write Academic Papers</i>

		<i>The Secret to Business Writing: Crash Course Business</i>
Week 4 (Sept. 29)	<i>Topic: Communication</i> <ul style="list-style-type: none"> • Communicating • Listening 	Coffelt et al. (2019) <i>TED: 10 Ways to Have a Better Conversation</i> (Celeste Headlee)
Week 5 (Oct. 6)	<i>Topic: Motivation (Vol. 1)</i> <ul style="list-style-type: none"> • Goal setting • Learning & Development 	Locke & Latham (2002) <i>TED: 5 Steps to Fix Any Problem at Work</i> (Anne Morriss) Due: Assignment #1
Week 6 (Oct. 13)	<i>Topic: Motivation (Vol. 2)</i> <ul style="list-style-type: none"> • Coaching & Counselling • Feedback 	Gnepp et al. (2020) <i>Work Life: Finding—and becoming—great mentors and sponsors with Carla Harris</i>
Week 7 (Oct. 20)	<i>Topic: Diversity</i> <ul style="list-style-type: none"> • Identifying bias • Inclusion • Trust 	Tomlinson & Schnackenberg (2022) <i>Work Appropriate: Disability at Work</i>
October 27 — Reading Week (No Class)		
Week 8 (Nov. 3)	<i>Topic: Problem Solving and Ethics</i> <ul style="list-style-type: none"> • Emotional intelligence • Ethical decision making 	Nadler et al. (2020) <i>TED: How Ethics Can Help You Make Better Decisions</i> (Michael Schur)
Week 9 (Nov. 10)	<i>Topic: Power & Influence</i> <ul style="list-style-type: none"> • Politicking • Persuasion 	Anicich & Hirsh (2017) <i>Work Life: Networking for People Who Hate Networking</i> Due: Assignment #2

Week 10 (Nov. 17)	<i>Topic: Change Management</i> <ul style="list-style-type: none"> • Followership • Engagement • Leading change 	Duxbury & Halinski (2014) <i>Work Life: How to Change Your Workplace</i>
Week 11 (Nov. 24)	<i>Topic: Employee Well-Being & Performance</i> <ul style="list-style-type: none"> • Managing stress • Managing performance 	Grant et al. (2007) <i>Work Appropriate: What Happened to My Ambition?</i>
Week 12 (Dec. 1)	<i>Topic: Final Exam Review & Course Wrap-Up</i>	Due: Assignment #3

* Although every effort will be made to keep the schedule as listed above, unforeseen circumstances may require that the agenda be modified over the course of the term.

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 <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>			X	
BC3 Critical Thinking <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
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>			X	

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, and/or 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/>

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the Department of Equity and Inclusive Communities at equity@carleton.ca.

Requests for Academic Accommodation

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

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. For more details, visit the Paul Menton Centre website:

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 the Equity and Inclusive Communities website: <https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-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. For more details, see the Senate Policy on Accommodation for Student Activities:

<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/>
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