



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

Foundations of Management Theory & Research (BUSI 5980/6910); Fall, 2022

Wednesdays 8:35-11:25 (Sec'n. F), 11:35-2:35 (Sec'n. A)

INSTRUCTOR: Dr. Sefa Hayibor
OFFICE: NI 7034
OFFICE HOURS: by appointment, either in my office or via Zoom
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CELL PHONE: (613)869-6848 (10am – 6pm EST only, please; and please **do not** text me)

CALENDAR DESCRIPTION

Exploration of seminal and foundational works in management theory and research. Review of the foundational thinking of scholars that influenced and shaped the management discipline.

COURSE DESCRIPTION

Academics sometimes seem to have wildly disparate views of what constitutes the field of “Management”. Nonetheless, individuals who teach and do research in management-related fields generally share a certain knowledge base and conceptual “vocabulary”, which provides a degree of common ground between them, and can facilitate communication of ideas between them, even if their research specialties and interests are different. Students of Management (including practicing academics) are thus often able to communicate and collaborate on the assumption that their colleagues have at least a basic understanding of a fundamental set of ideas that have been highly influential in academically oriented research on the subject. One of the goals of this course is to provide students with part of that foundation in Management thought, through discussion of readings conveying ideas that have proven to be critical in the development of the general field. Of course, given time constraints, we will only be able to touch on a subset of important topics, and finding agreement on what constitutes the “seminal works” in Management can prove extremely challenging (if not impossible); so, there is an inevitable element of subjectivity in the choice of topics for a “foundations” course such as this. This fact notwithstanding, it is likely that virtually every subject we touch upon will be readily applicable in some manner to research in your general area of study.

COURSE FORMAT

Given the ongoing pandemic, please note that certain aspects of this outline may be subject to change in order to adapt to changing circumstances. Patience and flexibility on both our parts may be required from time to time. However, I do not anticipate any major changes; and any substantive changes would be made in consultation with you, the students. Anyway, for now...

The course will be run as a seminar. Each week, all participants will read ***all*** assigned readings, and most of our class time will be devoted to discussion of them. Each week, one student will “facilitate” the discussion.

LEARNING OBJECTIVES

The course is aimed at fostering the student’s:

- Knowledge of highly influential paradigms/theories in the field of Management
- Ability to think critically about Management research
- Confidence concerning discussion of academic research
- Ability to moderate discussions of academic research
- Ability to apply disparate theories and ideas in order to develop an original idea
- Understanding of what a typical conceptual journal article looks like
- Ability to write a publishable manuscript

REQUIRED READINGS

There is no textbook required for this course. Weekly readings will be accessible through Brightspace, as pdf files. Most readings will either be: 1) journal articles or parts of books that have, over time, come to be viewed as key works in the development of academic research in Management, or 2) more recent reviews of the literature in subject areas related to such key works, which sometimes allow for a more complete picture of the research in a given (foundational) subject area. I may also include more recent readings that represent contemporary manifestations of a foundational idea, theory, or paradigm. Many readings will be from Management journals or books; but others will come from fields such as sociology, psychology, economics, etc.

COURSE DELIVERY and COMMUNICATION

For Section F (8:35am), classes will be held via Zoom. Zoom links are accessible through the course Brightspace page. Accordingly, you will need to have access to a reasonable computer, microphone (your computer’s built-in one *might* be sufficient), and internet connection in order to take the course. A webcam is strongly preferred, though if connection problems make it impossible for you to use video, you will be able to participate using audio only. Section A (11:35am) will take place in-person.

I consider our classroom (virtual or real) to be a private space. Accordingly, no recording of class meetings is permitted without the consent of ***everyone*** in it.

If you have questions or concerns related to the course, please feel free to contact me by email at sefa.hayibor@carleton.ca; or, if you have an urgent issue, on my cell phone (613-869-6848). Please ***do not use any other email address you might come across unless you are replying to an email from me*** (there seems to be at least one on the internet that doesn’t work), ***do not ever text me***, and ***do not call my office phone, as I will not be in my office every day***. Also, please note that ***Carleton requires that email to me should be sent from your Carleton account, not any other personal account***. If you email me with a question that requires a lengthy or complicated answer, I may ask you to phone me, as that can sometimes save me writing a very time-consuming email reply. If you would like to meet with me outside of class time, we can arrange an appointment and either meet at my office or through Zoom. I am usually contactable on weekends as well as during the week, but keep in mind that I am not

obligated to be available on weekends; so (rarely) it is possible that I may be unavailable on a particular weekend. I will sometimes communicate with the entire class via email; so please be sure to check your Carleton email regularly.

COURSE REQUIREMENTS and GRADING

***** PLEASE SUBMIT ALL REQUIRED DELIVERABLES to Brightspace IN WORD FORMAT *****

Carleton requests that you keep hard copies of all your assignments until you have received a final grade. All final grades are subject to the approval of the Dean.

In-Class Participation (20%). Please do not ask me if there is any other way to fulfill this course requirement. (There isn't.) Also, please note that ***if you do not attend class consistently, you should not expect to pass the course.*** (You won't.) Please be sure to connect to Zoom on time, so that we can begin class on schedule.

Participation in class discussions will be critical for developing your understanding of course readings, the nature of academic research, and research ideas, and for helping one another learn from our diverse knowledge and experiences. Accordingly, you must attend class each week completely prepared to contribute actively to discussion of the topics at hand.

You must expect to make considerable contributions to the discussions even when they are facilitated by students other than yourself – the discussion facilitator's role is to *facilitate* the discussion, not to dominate it. Similarly, my own role most of the time will be that of something like a moderator and facilitator – I will very seldom, if ever, be "lecturing"; and, ideally, I will not be speaking that much more than the rest of you. So, be sure to share your thoughts and ideas, and be prepared to discuss various aspects of the readings ***every week***. ***If you attend class but do not take an active role in discussions, you should expect to do badly in the course.***

Because of the foundational nature of the course, you are expected to read the articles ***carefully***: don't just scan them quickly and hope for the best. During classes, you will need to have easy access to each reading, whether in soft or hard form, as we will likely frequently refer to details presented within them.

If you are new to your program, or are an MSc student in a setting dominated by PhD students, ***don't feel intimidated, don't start thinking you don't know enough to be there, and don't underestimate your ability to contribute important insights.*** We are not all at the same level of academic "development", and that's fine – you should just ask questions if you need to. Literally nobody on the planet is an expert in ***all*** the subjects we will discuss, and few people could reasonably claim to have expertise in more than one or two (though, unfortunately, that doesn't stop some people from acting as if they do.)

Weekly Discussion Ideas (25%). Each week, ***by the end of the day before class***, each student will upload to Brightspace a document of a ***maximum of one page*** (single-spaced) including:

- ***1) For each reading***, at least ***two*** questions or discussion points concerning the reading that might be suitable for discussion during the following day's class. (You can just list these, unless you think there's a chance I won't understand your point, in which case you should, as briefly as possible, provide sufficient context or explanation such that I will be able to.)
- ***2) For one reading***, a very brief explanation of ***one*** somewhat original (i.e., not from the reading itself) way in which the main idea or ideas presented in the article ***EITHER***: 1) could be applied to

a research question or issue in your field of interest, or another area in the field of Management; **OR 2**) relates to, or might be applied in, a real-world business context. Please explain your ideas very briefly, but in enough detail that I can understand them easily: don't just list them. If you have to go a bit over the page limit in order to do so, I won't mind.

Be sure to treat the above as two distinct requirements, so that I don't have to try to determine which parts of your submission relate to which requirement. **Please do not use point form for (2)**. I want you to practice articulating academic ideas in writing; and, furthermore, it is much less likely that I will understand your points if try to reduce them to bullet points. **The discussion facilitator for any given week does not need to submit the "Weekly Discussion Ideas" assignment.**

Discussion (Co-)Facilitation (15%). Each week, one student will be responsible for facilitating the discussion. The facilitator's goal is **not** to act as an instructor. Accordingly, **all students must read all assigned articles carefully each week, and be prepared to engage in an in-depth discussion of them.**

The discussion facilitator should expect to provide a **very brief** (i.e., a couple of minutes) summary of each article as it is introduced, and have discussion questions prepared to begin and the discussion and maintain it should it falter at any time. As with the Weekly Discussion Questions assignments, the focus of any questions from the facilitator should emphasize issues around **theory** (i.e., conceptual issues) and/or **application** (i.e., practical implications for organizations, managers, or employees).

Your summaries of each reading, which you **do not** need to provide in written form, should identify or address, where applicable:

- The research question, whether it is clearly stated or merely implied
- Issues in the research literature it is aimed at addressing (e.g., Is the author attempting to fill certain "gaps" in the research literature on the subject? Is s/he trying to provide an explanation for something previously unexplained, or to explain it in a new or novel way?)
- Key arguments, *potentially* including specific theoretical propositions or hypotheses either presented in the reading, or implied by it
- Practical (i.e., "real-world") issues the work is aimed at addressing. (This may or may not overlap with the research question.)

You **don't** need to regard the above as any sort of formal presentation. Slides, for example, *could* be used to remind you and the class about certain things (e.g., depicting an important theoretical model from the reading), but **aren't** required.

During class, the discussion facilitator's responsibilities are to introduce and summarize each reading, get the conversation about it started, and keep things moving if the discussion stalls but we are not yet ready to move on to another work. For each assigned reading, some questions the discussion leader could (or, in some cases, should) consider are: What are the work's strengths and weaknesses? Are there any critical (but perhaps not stated) assumptions underlying the work? Do these assumptions make sense? What does the work help explain? Are there things that it should help explain, but doesn't? How might the theory be improved, either through "reformulating" it, or augmenting it with other concepts? If appropriate, the discussion leader should also identify any important conceptual connections between the various readings. Again, you don't need to do anything particularly formal, as

my intention is (usually) for the discussion to take us wherever it leads us, within reason. I will also always act as co-facilitator; so, you aren't completely on your own in this role.

Research Paper (40%). Most of you want to work in academia, and most academics in business-related fields must publish research in academic journals. Since one cannot get one's work published if one doesn't try to write something publishable, each student (or pair of students) will write an original theory/conceptual paper (i.e., nothing requiring the collection or analysis of data) on any topic of their choice **from the course**, with the goal of creating a work suitable for publication (or presentation at an academic conference). (No, you don't actually have to get it published ☺ or accepted to a conference; but if it is good, you should probably try to at some point.) If possible, it would probably make sense for you to apply a subject we discuss in class to a research question in your particular field of interest, though this is definitely not a requirement.

Your manuscript will be assessed based on:

- Successful incorporation of relevant material from the course
- Demonstration of understanding of the theory or theories employed
- Strength and originality of your contribution to management theory
- Writing, including:
 - Clarity
 - Logic
 - Flow
 - Organization
 - Grammar, spelling, and formatting

Your paper should:

- Be 20-30 pages in length (double-spaced), excluding references and any appendices.
- Include a list of references, single-spaced in APA format.

Also, please:

- Include any figures or tables in the body of the text. (I.e., **NOT** as appendices.)
- Include a brief abstract of about 150-200 words.

You should definitely feel free to communicate with me about your ideas and work on this assignment as you proceed – you are **not** meant to be figuring out how to write such a work completely on your own. Also, keep in mind that, for better or worse, to a certain extent, reviewers' perceptions of the credibility and quality of your work will be influenced by the sources you use; so, while it's certainly possible that high-quality work can sometimes be found in lower-tier journals, for the most part you should probably rely on sources from higher-quality journals (e.g., 'B' and above). (On the other hand, if you are targeting a specific **lower**-tier journal, including a few relevant sources from it is not necessarily a bad idea. Also, since particularly novel or innovative ideas may make their initial appearance in less prestigious journals, I wouldn't suggest that you need to rule out lower-tier sources entirely.)

Given that such manuscripts can take a fair bit of time to produce, it is conceivable that you will not finish this assignment before final grades are due, especially if you want to write about a subject that we discuss late in the term. In such cases, I will assign you a temporary grade of 'C' at the end of the term, and you may submit your paper to me later (subject to any applicable university deadlines). (Unfortunately, there is apparently no "temporary" grade - I have been told not to use the IP ("in

progress”) grade. Your temporary ‘C’ grade will prevent you from getting credit for the class until you have finished the paper (and it is of sufficient quality, of course). If you think a temporary ‘C’ will have negative implications for you for some reason (scholarships?), please submit your paper in time to get a final grade at the normal time. We can discuss a deadline in class.

Further advice regarding this assignment will be discussed in class and provided in a separate document.

Other Evaluation-Related Issues. If you have concerns about your performance, or questions about course content, etc., feel free to contact me, subject to the guidelines mentioned above. ***Please do not tell me at the end of the term (or any other time) that you “need” a specific grade in the course to stay in your program, qualify for another program, maintain your scholarship, have your employer reimburse you for your studies, etc.*** If you think you need a certain grade in the course, ***make absolutely sure that you earn it.*** Everyone can do well in the class if they put in the time and effort; and, of course, I cannot under any circumstances raise your grade merely in order to help you out.

TENTATIVE SCHEDULE

Session	Topics
Sept. 7	Introduction to the Course; Discussion of Deliverables
Sept. 14	Historical Perspectives on Managing
Sept. 21	Theories of the Firm, and the Business Environment (I)
Sept. 28	Theories of the Firm, and the Business Environment (II)
Oct. 5	Individual Differences - Personality
Oct. 12	Managerial Cognition
Oct. 19	Decision-Making
Oct. 26	Fall Break – No Class
Nov. 2	Networks and Culture
Nov. 9	Groups and Teams
Nov. 16	Motivation and Incentivizing
Nov. 23	Strategic Management
Nov. 30	Power & Leadership
Dec. 7	TBD

IMPORTANT ADDITIONAL INFORMATION

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 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/>.

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).

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.

Grading Scheme. 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. 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

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.