



MGMT 5100

Managing People and Organizations

Fall 2015

Instructor	Dr. Linda Duxbury
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Course Time & Location	
5100B:	Monday 2:30 to 5:30, DDT 328
5100D:	Tuesday 6:00 to 9:00, DDT 328
Office Hours	To be determined

COURSE DESCRIPTION

Organizations and the relationships that define them. Theories, concepts and experiential exercises help students understand their own values, attitudes and goals and those of others how to motivate, communicate, teach and lead others; and how to apply these concepts to improving personal and organizational performance.

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

None

TEXT BOOK

Organizational Behavior: An Experiential Approach, 8th 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.

ABSENTEEISM POLICY:

Students who miss a class, for any reason, will need to hand in the PAA for the topics covered in the class they missed, regardless of whether or not they have completed the PAA assignment for the course.

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 some combination of the deliverables listed below (or others you can think of).

The decision on how you will be evaluated will be made by the class as part of the psychological contract exercise that will be done in class Sept. 8 (Section D) or Sept. 11 (Section D). There are several caveats to this exercise. First, you all have to agree on how the evaluation is to be done (i.e. there will be only one grading scheme for the class). Second, whether or not class participation and PAAs are included in the evaluation scheme is not up for debate. The percent of your grade they will constitute and how I actually evaluate them is, however, open for discussion. Third, the deliverables need to add up to 100%

Possible Deliverables:

- Class Participation (minimum of 10%; maximum of 15%)
- PAAs
- Portfolio
- Exam: Micro Topics
- Exam: Macro Topics
- Analysis of a movie using the material covered in that part of the course

Details on each of these deliverables is 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:

- Follow the instructions in the **Class Preparation**, which are the first few pages of each chapter in the workbook.
- **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.
- 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. Marks will be also subtracted from the participation mark for the following behavior: if you are late to class or come back late after the break (i.e. tardiness), if you are texting, e-mailing, checking face book etc in class, if you are consistently disruptive in class.

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 have the opportunity to decide to do a PAA on any of the topics covered in the course: psychological contract, theories of managing people, perception and attribution, learning, communication, motivation, personality, leadership, conflict and negotiation, power and influence, teams and groups, problem solving, managing change and decision making. PAAs are due the week after the topic was covered in class before the class begins.

We will discuss the number of PAAs you have to do in the psychological contract exercise along with when they should be due. Right now my vision is that you will hand in 6 PAAs over the course of the 12 weeks. Each PAA will be marked out of 20 and 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 either:

- the following 7 topics covered in the micro part of the course: the psychological contract, theories of management (i.e. find a story that you can use to illustrate an occasion where an organization is following a particular management approach), learning, personality, perception and attribution, motivation and communication, and/or
- the following 7 topics covered in the macro part of the course: leadership, conflict and negotiation, power and influence, teams and groups, problem solving, managing change and decision making.

Your portfolio should include an introduction (one to two pages), a section on each of the 7 topics listed in the outline (one to three page on each) and a conclusion (three to five pages). Each of the 7 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. Part time students class can, if they want, use 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. 23rd, 2015 (micro material) or Noon Wednesday Dec. 16th, 2015 (macro-material)**. Anything handed in after the noon cut off period will be considered late and a late penalty (subtract a grade a day) will be applied.

Exam: The exam would test the material covered in either the micro and/or macro portions of the course. It would be done in the exam periods and be scheduled by the MBA office. It would use a short answer format and test your knowledge on both the lecture materials and the readings. I would anticipate it would take two hours to complete.

Analyze a movie: I have used this grading approach but I know people who have and they say it works well. The movie assignment would be scheduled during the exam period. Everyone would watch the movie (right now I am considering one of the following movies: Lion King, Chicken Run, Remember the Titans, 12 Angry Men). Prior to the movie starting I will give everyone a list of questions that I have prepared to help you think about how the movie's content relates to the material covered weeks 7 to 12. You can take notes as the movie plays. You would then have 2 to 3 hours right after the movie to answer the questions.

Information relevant to completion of Assignments¹

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.

- In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material.

¹ Thanks to Dr. N. Papadopoulos for drawing up this list.

- Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties. What is plagiarism? If you are unsure please refer to these websites:
 - <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>
 - <http://wpacouncil.org/positions/WPAplagiarism.pdf>
 - <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>
- All assignments are normally marked and returned in-class one week after submission.
- 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).
- The above evaluation plan may have to be changed if changing class conditions so warrant.
- 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:

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

Note: B = 5100 B (Mondays 11:30 to 2:30) D: 5100 D (Tues. 6 to 9 PM)

Wee k	Date	Topic and Preparation for Class: Micro Material
1	Sept 8 (D) & Sept 11 (D)	Introduction to course/ Psychological Contract
Workbook: xv to xxvii and Chapter one		
2	Sept 14 (D) & Sept 15 (B)	Theories of Managing People/Perception and Attribution
Workbook: Chapters two and nine Journal Articles: Cultural Constraints in Management Theories by Hofstede		
3	Sept 21 (B) & Sept 22 (D)	Learning
Workbook: • Chapter three Assignment for Class: Please complete and score learning inventory <u>before</u> class Journal Articles: Deep Smarts, Leonard and Swap		
4	Sept 28 (B) & Sept 29 (D)	Motivation
Workbook: • Chapter 5 Journal Articles: On the Folly of Rewarding A, While Hoping for B by Kerr Assignment for Class: Please complete and score the MAOB before you come to class.		
5	Oct. 5 (B) & Oct 6 (D)	Communication
Workbook: • Chapter 8 Journal Articles: • Adler, Communicating across cultural Barriers • Tannen, The Power of Talk: Who Gets Heard and Why		
Thanksgiving Oct. 12th: Class for B Section moved to Friday Oct 16th in DT 701.		
6	Oct. 13 (B) & Oct 16 (D)	Personality
Workbook: • Chapter 4 Note: You <u>must</u> complete the MBTI by Midnight Sept. 30 th 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: http://sprottmba.careerid.com/ Someone from Faculty Services will be coming to the classroom on Monday Sept. 14 th (B) and Tues. Sept. 15 th (D) and will collect the money for the test at this time. You can pay with credit card or interact.		
Exam Week: No class Oct. 20th		
Break Week: No Class Oct 27th		

Week	Date	Topic and Preparation for Class: Macro Material
7	Nov 2 (B) & 3 (D)	Group Dynamics and Teams/Problem Solving
Workbook: Chapters 10 and 11		
8	Nov 9 (B) & 10 (D)	Conflict and Negotiation/Power
Workbook: <ul style="list-style-type: none"> Chapters 13 and 18 Journal Articles: The Science of Persuasion, Cialdini Assignment for Class: Please complete and score conflict style measure <u>before</u> class and review the negotiation exercise pg. 355		
9	Nov 16 (B) & 17(D)	Leadership
Workbook: <ul style="list-style-type: none"> Chapter 15 Journal Articles: <ul style="list-style-type: none"> What should I do with my life? Bronson (personal leadership) Assignment for Class: 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.		
10	Nov23 (B) & 24 (D)	Culture
Workbook: <ul style="list-style-type: none"> Chapter 16 Assignment for Class: Please read The Ecoquest Case, Part I before class and complete the questions. Please bring your completed answers to class. Do <u>not</u> read Part II of the case until we have done the first part of the case.		
11	Nov 30 (B) & Dec 1 (D)	Managing Change
Workbook: Chapter 22		
12	Dec 7 (B) & Dec 8 (D)	Decision Making
Workbook: <ul style="list-style-type: none"> Chapter 17 Assignment for Class: 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. 14th or 15th (need credit card or interact).
- MBTI: You must complete the MBTI by Midnight Sept. 30th, 2015

**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.

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

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 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 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.

Course Sharing Websites

Student or professor 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).

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/>.

Plagiarism

The University Senate defines plagiarism in the regulations on instructional offenses as: "to use and pass off as one's own idea or product work of another without expressly giving credit to another."

Borrowing someone else's answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to university policy regarding instructional offences. For more information on Carleton University's Academic Integrity Policy, consult:

<http://www1.carleton.ca/studentaffairs/academic-integrity/>