



## **MGMT 5100 P**

### **Managing People and Organizations**

### **Fall 2020**

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<i>Course Time</i>	Dec 4 <sup>th</sup> and 5 <sup>th</sup> : 10:00 AM to 2:00 PM Dec 18 <sup>th</sup> and 19 <sup>th</sup> : 10:00 AM to 2:00 PM

#### **Course calendar entry from 2019/2020 graduate calendar:**

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.

#### **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

This course is divided into two approximately equal halves. Modules 1 through 6 along with the class on personality type 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 Modules 6 through 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 second set of modules all relate to organizational effectiveness – leadership, team work, problem solving, conflict, 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.

### **Course Restrictions**

None

### **Prerequisites**

Enrollment 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)

The workbook, consists of content, exercises, and tips for managers.

I contacted the author of the textbook, Joyce Osland, and she graciously gave me permission to share an electronic copy of the textbook with the class with the proviso that you not share it with anyone else.

This has saved you a lot of money – I would appreciate it if you sent her a note of thanks if you are so inclined. Her email is Joyce Osland [joyce.osland@sjsu.edu](mailto:joyce.osland@sjsu.edu)

### **Exam Date**

There no exam for this course

### **Drop Course Policy:**

You may drop this course up until the END of the first weekend of classes. Students that drop a class later than this 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. These PAA will be in addition to other class requirements. No final mark will be assigned until all assignments are handed in.

## **Class Format:**

COVID-19 has impacted us all. It has changed how we work, how we socialize and how we take classes. Preparing and teaching a course that is delivered on-line was a major change for me as I have always emphasized discussion and experiential exercises as part of my lectures. I hope you will forgive me for the hick-ups that I am sure that we will encounter along the way.

I have elected to deliver the course in two ways. First, I have divided all my lectures from previous years into “bit size” modules one through twelve. These lectures represent the major content areas that you will need to be familiar with if you want to do a good job of managing the work of other people. These knowledge areas should also help you better understand yourself. The thirteenth topic, personality, will be covered in the synchronous session to be held Saturday 5<sup>th</sup>.

Second, I have made every effort to identify which of the experiential exercises in the book/that I have traditionally used when teaching 5100 in person should transfer well into a synchronous/Zoom format. You will note on the course outline that I have planned for 16 hours of synchronous contact time. We will meet on Zoom as outlined below. I have also outlined what we will do in each of the Zoom meetings and how I expect you to prepare for each of these sessions.

**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, watch the videos that I have prepared **and** participate actively in the Zoom sessions. Attendance at the Zoom sessions is mandatory because what goes on when we get together is not a repeat of the readings/videos but the heart of the course. There is a lot to do in each synchronous session and we have to start on time. As such, it is important that you all “arrive” to the class on time – so I can focus on the class and the discussions and putting people in groups not “admitting late participants.” I will also expect that all students will have their **video cameras at all times**. Students who are not appearing to pay attention during “class” will lose participation marks.

**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, let me know before the course starts so we have time to remedy the situation.

## **Marking Scheme**

I sent a note to the whole class outlining four different grading options. The winner (9 out of the 16 votes cast) was Option Three: Accordingly your grade will be calculated as follows:

- Participation: 20% of your mark will be awarded by me and depend on your participation in class and your performance on the simulations
- 5 PPA worth 40% of your mark: **Due Thursday Dec. 17<sup>th</sup>, 2020 at 9 PM**,
- Analysis of a movie using the theory from the book and my lectures: 40% of your mark. I will give you the name of the movie and the questions that you need to answer after class on Saturday December 19<sup>th</sup>. The exam is **due Saturday January 9<sup>th</sup> at 9 PM**.

**Details on each of these deliverables are given below. We will also discuss them in class. Please note that marks will be lost when deliverables are late. Also please note that plagiarism will result in a failed grade.**

**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 that demonstrate that they have read the text and absorbed the video lectures. I value quality rather than quantity—talking for the sake of talking does not improve your contribution grade. I am looking for evidence of good critical thinking on your part: 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:

- **Make sure that you have read the assigned material/watched the videos 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.

Please be aware that not only do you have the opportunity to gain class participation marks - you also have the opportunity to lose them. The success of the exercises we do in the Zoom sessions depend on all of you coming to the synchronous sessions having done the pre-work ahead of time. I will penalize any student who has not done the necessary pre-work/provided me deliverables as outlined in the “Dates to Remember” section below 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 frequently late to class or come back late after the break (i.e. tardiness), if I think you are texting, e-mailing, checking face book etc in class, if your video is not on.

**Personal Application Assignment (PAA):** Each chapter in the book includes a PAA. The class voted to require that students hand in five PAAs which would be worth 40% of their mark. These PAAs should each be 5-8 pages. 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 and/or the lectures (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 (not really a requirement but makes it easier for the marker!)

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, motivation, communication, personality, teams and groups, problem solving, leadership, conflict and negotiation, organizational culture and decision making. PAAs are due **Thursday Dec. 17<sup>th</sup>, 2020 at 9 PM**. You will lose two marks per day late – for each PAA that is not handing in on time.

Each PAA will be marked out of 20 and your mark on these five PAAs will constitute 40% of your grade. **Please note that PAAs on the following topics have a different format than the PAAs for the rest of the chapters: theories of management, communication, culture.** Need to answer the questions that are asked in these three cases.

**Analyze a movie:** I used this grading approach the last three years and it worked really well. I have used the following approach in the past. I will give you the name of the movie on the last day of classes and a set of questions to guide your analysis. On the assignment sheet I will also give you page limits for each question and the amount each question will be worth. Your answers to the questions/analysis will be **due Saturday January 2<sup>nd</sup> at 9 PM**. Anything handed in after 9:00 PM will be considered late and a late penalty (subtract a grade point a day) will be applied.

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

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.

- Please provide a title page for each assignment telling me the topic you are writing on and your name (you have NO idea how many times I am expected to take my best guess).
- In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material.
- 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/>

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

Module	Topic and Preparation: Micro Material Covered in Synchronous Sessions Dec. 4 and 5
1	Introduction to course/ Psychological Contract
<b>Workbook:</b> xv to xxvii and Chapter one	
2	Theories of Managing People
<b>Workbook:</b> Chapter two <b>Theories of Managing People:</b> Please do the leadership style questionnaire (book, pg. 32) before you listen to the Video for this module	
3	Perception and Attribution
<b>Workbook:</b> Chapter nine <b>Preparation for Synchronous/Experiential Class:</b> Please read the case (book, pg. 232 and 233) before the session Dec. 4th. Do NOT read any of the roles. These will be assigned in class. We will do this exercise Dec. 4th.	
4	Learning
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter three</li> </ul> <b>Preparation for Synchronous/Experiential Class:</b> Please complete and score learning inventory (book, pg. 52 and 53) and determine your learning style. Please send me an email and tell me your learning style by <b>6 PM Saturday November 28<sup>th</sup></b> so that I can use this information when designing the groups for the exercise to do be done in the synchronous session Dec. 4 <sup>th</sup> .	
5	Motivation
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter five</li> </ul> <b>Preparation for Synchronous/Experiential Class:</b> Please complete and score the Manifest Needs Inventory and the MAOB (CuLearn) before the synchronous session Dec. 4 <sup>th</sup> . No need to send either of these to me ahead of time.	
6	Communication
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter five</li> </ul> <b>Synchronous/Experiential Class:</b> If time permits I will do a lecture on gender and communication. Fun and useful.	
<b>Personality:</b> Synchronous Session but can also do PAA on topic	
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter 4</li> </ul> Note: You <u>must</u> complete the MBTI by <b>Midnight Sunday November 22<sup>nd</sup></b> or marks will be deducted from your final grade (half a grade point a day)! The cost for the MBTI last year was \$31.70 (including taxes). I will not be able to process the results of the test until you pay. You will be required to pay before you can take the test. [results will be sent to me – I will give them to you before class]. To pay please go to the following site: <a href="https://payments.carleton.ca/sprott/online-payment-for-mba-mbti/">https://payments.carleton.ca/sprott/online-payment-for-mba-mbti/</a> You can pay using Credit Card or Interact. Once you have paid, then please go to the following site: <a href="http://sprottmba.careerid.com/">http://sprottmba.careerid.com/</a> and take the test. Sharon Kennedy will receive an email every time someone pays and will keep track against the course list. On <b>Monday November 22<sup>nd</sup></b> she will give me the list and those who have not paid and taken the test will start losing marks at that time.	

Module	Topic and Preparation: Macro Material Covered in Synchronous Sessions Dec. 18 and 19
7	Group Dynamics and Teams
<b>Workbook:</b> Chapter 10	
8	Problem Solving
<b>Workbook:</b> Chapter 11 <b>Preparation for Synchronous/Experiential Class:</b> We will be doing the Cariotronics exercise in Class Dec. 18 <sup>th</sup> . Please read the “Class Preparation” material pg. 285-287 prior to class. Do not read the material on pg. 299 to to 305 – these are the descriptions of the various roles people will be assigned in the case. It will ruin it for you if you read these ahead of times. I will let you know your group and your role when we “meet.”	
9	Leadership
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter 15</li> </ul> <b>Preparation for Synchronous/Experiential Class:</b> Please send me an e-mail identifying someone whom you consider to be an effective leader (should be someone in the public domain) at or before <b>noon, Monday Nov. 23<sup>rd</sup></b> and tell me why you selected them. Come to class prepared to talk about why you think that they can be considered a leader. We will discuss your leaders in an exercise we will do on Dec. 18 <sup>th</sup> .	
10	Conflict and Negotiation
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter 13</li> </ul> <b>Preparation for Synchronous/Experiential Class:</b> My plan is to to two experiential exercises associated with this topic – the Red/Green Game (pg. 353 and 354 in the text) and the Negotiation exercise (pg. 354 and 355 in text). PLEASE do not read the negiation exercise. In order to set up for the Red Green please complete and score conflict style measure (on CU Learn) and send it to me by <b>6 PM. Dec. 6<sup>th</sup></b> .	
11	Organizational Culture
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter 16</li> </ul> <b>Preparation for Synchronous/Experiential Class:</b> Please read The Ecoquest Case, Part I (pg. 426-429) before class and complete the questions. Please bring your completed answers to class. In the session to be held Dec. 19 <sup>th</sup> I will divided you into groups and ask you to decide who should be the next CEO of Ecoquest. <b>Do not read Part II of the case (again, it will spoil it for you).</b>	
12	Decision Making
<b>Workbook:</b> <ul style="list-style-type: none"> <li>• Chapter 17</li> </ul> <b>Preparation for Synchronous/Experiential Class:</b> Make sure that you have done Case 1, 2 and 3 (pg. 463 to 466) before you come to class. Please bring your completed answers to class. I will break you into groups for discussion of these cases. I would also like you to Read An Ancient Tale (CUlearn) before coming to class. We will discuss this in groups as well.	

## Summary: Important dates and deadlines

Perception and Attribution: Read Case (pg. 232, 233) **before synchronous class session Dec. 4<sup>th</sup>**. This case will be done in Class Dec. 4<sup>th</sup>

Learning: Complete and score learning inventory (book, pg. 52 and 53). Please send me an email and tell me your learning style by **6 PM Saturday November 28<sup>th</sup>**. This information will be used for an exercise we will do in class Dec. 4<sup>th</sup>.

Motivation: Please complete and score the Manifest Needs Inventory and the MAOB (CuLearn) **before the synchronous session Dec. 4<sup>th</sup>**. No need to send either of these to me ahead of time.

Personality: You must pay for and complete the MBTI by **Midnight Sunday November 22<sup>nd</sup>**. Two marks will be taken off your final mark for each day after that that the MBTI is not done. Please see instructions on course outline. We will do personality on Dec. 5<sup>th</sup>.

Problem Solving: Read “Class Preparation” material pg. 285-287 **before the synchronous session Dec. 18<sup>th</sup>**

Leadership: Please send me an e-mail identifying someone whom you consider to be an effective leader (should be someone in the public domain) at or before **noon, Monday Nov. 23<sup>rd</sup>** and tell me why you selected them.

Conflict: Please complete the conflict style measure that is on CU Learn and sent the results to me by **6 PM, Sunday December 6<sup>th</sup>**

Culture: Please read The Ecoquest Case, Part I (pg. 426-429) and complete the questions **before the synchronous session Dec. 19<sup>th</sup>**

Decision Making: Please complete Case 1, 2 and 3 (pg. 463-466) and read “An Ancient Tale” **before the synchronous session Dec. 18<sup>th</sup>**

## Other Information

### 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).

### 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.*

## **Requests for Academic Accommodation**

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

### **Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://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](http://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](mailto: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](http://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](http://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](https://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. 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 <https://carleton.ca/registrar/academic-integrity/>.

### **Medical certificate**

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form. <http://www2.carleton.ca/registrar/forms/>

### **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/>