

COURSE NAME AND NUMBER *GBUS 817 Managing People in Organizations*

SEMESTER, YEAR Fall 2025

INSTRUCTOR DETAILS:

Name: [REDACTED]
Phone: [REDACTED]
Email: [REDACTED]

Office Location: Virtual
Office Hours: Thursday 5:00 to 7:00

CLASS DETAILS:

Class Dates: September 4, 2025 until December 11, 2025
Class Times: Thursday 7:00 to 9:45 pm
Class Location: [REDACTED]

LAND ACKNOWLEDGEMENT

The University of Regina is situated on the territories of the nêhiyawak, Anihšināpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.

COURSE DESCRIPTION

This course is designed to develop students' management skills through an exploration of the theory and practice involved in managing people. The emphasis is on understanding individual, team, and organizational factors and the processes through which they influence behaviour and performance, with a view to improving managerial effectiveness.

LEARNING OBJECTIVES / OUTCOMES

Students will:

- Understand individual-level processes that are core to behaviour (personality, learning)
- Understand emergent group-level processes in the workplace
- Understand and support individuals and teams in pursuing organizational goals
- Understand and apply modern behavioural science and leadership theories that enhance human motivation, satisfaction, performance, and development to achieve organizational goals
- Be able to understand and refine their own leadership style
- Identify organizational factors to support performance
- Appreciate the need for a data-driven, evidence-based approach to management; make more effective, thoughtful, and evidence-based decisions

COURSE EXPECTATIONS

This course will entail a combination of lectures, readings, discussions, and cases. As a result, regular attendance in class and active participation in classroom activities are required. Students are expected to prepare in advance for class and be able to participate in class discussions.

COURSE MATERIALS

1. Harvard Business Publishing Cases – The cases will be charged to your student account.
2. Links for a set of journal articles will be posted in UR Courses

The course materials are intended for students' use only. Students should not further reproduce or redistribute course materials to any persons or websites outside of the course

COURSE ASSESSMENT SUMMARY

Grades will be determined based on the following components:

Component	Weight	Due Date
Individual assignment (2@10% each)	20%	October 30, 2025
Group Symposium	20%	
Group Case Report	20%	December 4, 2025
Final Exam	25%	December 11, 2025
Participation in Class	15%	

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here:
<https://www.uregina.ca/graduate-studies-research/graduate-calendar/grading.html>

DESCRIPTION OF ASSESSMENT

1. Individual assignment: 2x10%=20%

The instructions of individual assignments will be discussed in classes held on September 11th and October 9th. Please ensure you attend these classes. The page-limit of each individual assignment is 4-6 pages (double-spaced, not including graphs and other appendices).

2. Group Symposium: 20%

In our first class, students will form 4 groups. Symposia will be held in class as listed below.

Tasks for leading the groups: Leading groups will present the assigned reading and lead discussions on the weekly topic and reading for their week. The assignment offers the opportunity for in-depth learning on a topic of interest to group members. The presentation should include:

- The key points of the reading(s)
- Identify interesting ideas raised in the article(s)
- An evaluation of the papers
- Present genuine business applications

Groups should be prepared to creatively engage their fellow students in a dialogue about the assigned readings. Audience groups will evaluate the symposium. You will also have the opportunity to evaluate the participation level of your audience by nominating the best participants in your symposium. **Please read “GBUS 817 – Group Symposium instructions and Evaluation Criteria” on UR Courses** for more details.

Tasks for non-leading groups: Non-leading groups must evaluate the leading groups weekly using the provided form in the Group Symposium section on UR Courses. Each non-leading group should submit three forms in total (not including your group) by **November 7th, 2025**. The evaluation must include rankings for the groups and list at least three strengths and three areas of improvement for each symposium. Failure to adhere to these rules will result in a 50% penalty on your group symposium grade (e.g., a group symposium with 40 marks will be penalized 20 marks).

3. **Group Case Report: 20%**

Groups will be given the task of analyzing a case and write a report with your solution to the case questions and/or problem(s). The case report will not be less than 2,000 words and not exceed 2,500 words (this does not include graphs and other appendices). Please double space. The group case report should be submitted on UR Courses by **11:59 p.m. December 4th**.

4. **Final Exam: 25%**

The final exam information will be discussed in the December 4th in class. The format of the exam is a combination of essay and short answer questions. *Please note: The final exam grade must exceed passing grade level (i.e., 70%) for a student to pass the class.*

5. **Participation in Class: 15%**

Class discussion and interaction are a crucial part of our synthesis of the material and learning. It is vital that you come to every class prepared and ready to contribute to discussions, including discussing cases and the papers that are presented by your classmates. Excellent participation includes actively asking or answering questions, raising original ideas, demonstrating critical thinking (e.g., constructively criticizing articles discussed in class), making constructive comments on issues raised by the instructor or other students, bringing to the attention of the class relevant items of interest from the media or personal experiences, and having a positive attitude toward learning. Your participation mark will be based on your level of involvement in the class and **the quality of your contributions** to class discussion. The symposium leading group and the instructor will evaluate your participation level. The times you are nominated as the best participant will influence your participation marks. Please read “GBUS817- Class Participation Scoring Rubric” on UR Courses for more details.

***Peer Evaluation** At the end of the term, each student will have the opportunity to complete a group member evaluation form, in which they will assess the contributions of other group members to their group's overall functioning. These evaluations will be completed independently from other group members and will be kept **confidential**. None of the students will have access to these forms after the submission. Although most of the time individual group members will receive the same final grade on the group assignments, the instructor reserves the right to adjust individual grades downward if certain individuals' contributions to the group were inadequate (e.g., an average of below '4' from most of their peers in their group).

ACADEMIC REGULATIONS

Request for Deferred Submission of Work

Final Exam: Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student, and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: <https://www.uregina.ca/graduate-studies-research/current-students/forms.html>

Assignments: The penalty for late in-semester assignments (individual assignments and group case report) is 10% per day. No assignments will be accepted beyond 5 days late (unless accompanied by a legitimate reason). Beyond 5 days late, a grade of zero will be assigned. If you miss an assignment deadline for a legitimate reason (illness, bereavement) you must notify the instructor via email within 48 hours of the missed deadline to provide proper documentation and to discuss extension possibilities. Extensions to assignment deadlines (without penalty) may be permitted under some conditions (see below).

Extenuating circumstances and documentation: Please plan your schedule in advance to ensure that you can meet the required deadlines. If students experience serious illness, death in the family, or other extenuating circumstances they may apply for extensions on assignments or deferred final exam. Situations that do not qualify are being busy, not feeling 100%, or having other exams or assignments due on the same day. While in some cases self-declarations will be sufficient documentation, other forms of documentation may be required to schedule a deferral for the final exam.

REMARKING

From time to time, students have legitimate concerns about marks they have received on a piece of work submitted. It is important to understand that you do have recourse if you feel that any paper handed back to you has not been marked appropriately for the work you have submitted. If you ever feel this way during this course, you must embark upon the following procedure within one week of the grade being posted on UR Courses:

1. Indicate in writing specifically what your concern(s) is (are). This does not mean that you simply say "I think I deserve more marks." You must clearly show where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the references, etc., supporting your claim.
2. After completing #1 above, you must submit the paper with your comments back to the instructor within one week of the grade being posted on UR Courses. If you did not check the mark on UR Courses, you still have only one week from the original grade release date to request a remark.
3. If a paper is not resubmitted following the above guidelines, the instructor will regard the mark as originally assigned to be final. No marks will be changed at a later date.

No make-up activity or assignment can be undertaken to improve course marks. It is important to note that the instructor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

ACADEMIC INTEGRITY

Academic integrity is expected of all students taking business courses at all times. The Hill and Levene Student Code of Professional & Ethical Conduct (which all students are expected to sign) includes three commitments concerning academic integrity. Each of these commitments is discussed further below:

"Every exam or quiz that I write will be done with honesty and integrity, following all University and instructor requirements" (Hill and Levene Schools of Business, n.d., p. 1). Students must ensure that what is submitted in an exam or quiz is entirely their own work in accordance with the rules of the exam/quiz. Not doing so is cheating. Examples of exam cheating include: copying (or attempting to copy) the work of another student; bringing any kind of unauthorized material or device into an exam/quiz; communicating with another student during an exam; or helping another student cheat (see University of Regina, 2022, p. 49).

"Every assignment that I submit for University of Regina classes will be my own work, or in the case of group submissions, the work of my group members" (Hill and Levene Schools of Business, n.d., p. 1). Cheating on an assignment is a situation where a student receives or gives unauthorized information/help to aid in its completion. Examples can include copying the work of another student in an assignment; using an existing solution to an assignment question (or similar question) as a basis for answering an assignment question; or collaborating with another student in completing an assignment where collaboration is not specifically allowed (see University of Regina, 2022, pp. 49-50).

“Every paper, report, reflection, journal, or other similar work that I submit will properly acknowledge the source of ideas contained therein” (Hill and Levene Schools of Business, n.d., p. 1). This commitment concerns the avoidance of plagiarism. Plagiarism is a risk in the specific situation where students are allowed/expected to use other sources in a term paper or similar assignment; plagiarism occurs when a student has failed to acknowledge those sources using an appropriate method of citation. To avoid plagiarism, students must ensure that every item of information that has been paraphrased or quoted from another source includes acknowledgement of that source using within-text citation; full information about the source should be also provided in the document (typically the full information is contained in a reference list at the end of the document). In addition, any passage that has been taken word-for-word from another source (i.e., quoted) must be enclosed in quotation marks. In the case where the quoted material is lengthy, an indented block quotation form can be used as a substitute for quotation marks.

Additional examples of academic misconduct can be found in the University of Regina Undergraduate Calendar under the heading Acts of Academic Misconduct. As academic misconduct is a serious offence, the penalties are severe. A first offence typically results in a zero on the exam or assignment, and further instances of academic misconduct can result in a zero or XF in the course and/or suspension or expulsion.

Finally, any use of generative AI in the completion of coursework should be cited appropriately, including the identification of any tools that were used, how the tools were employed, and how the AI-generated content was integrated into the submitted coursework.

BIOGRAPHY

For those that are interested in my professional background, here is my LinkedIn page:



Outside of work, I’m an avid reader across both fiction and non-fiction, a passionate sports fan and sub-par player, a curious (sometimes fickle) news junkie, and a lover of craft beer. Most importantly, I’m a proud husband, father, and grandparent.

Tentative Class Schedule

Week	Date	Topic	Readings/Activities
1	Sept 4	Intro & Course Setup	Form groups and assign topics Readings: <ol style="list-style-type: none"> Porter, L.W. & Schneider, B. (2014). What was, what is, and what may be in OP/OB. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 1(1), 1-21.

			2. Pfeffer, J., & Sutton, R.I. (2006). Evidence-based management. <i>Harvard Business Review</i> , 84(1), 62.
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Leading People

2	Sept 11	Individual Differences: Personality	Individual assignment #1 Reading: <ol style="list-style-type: none"> Judge, T.A. & LePine, J.A. (2007). The bright and dark sides of personality: Implications for personnel selection in individual and team contexts. In J. Langan-Fox, C.L. Cooper, & R.J. Klimoski (Eds.), <i>Research companion to the dysfunctional workplace: Management challenges and symptoms</i> (pp. 332-355) Edward Elgar Publishing.
3	Sept 18	Motivation	Reading: <ol style="list-style-type: none"> Latham, G.P. & Pinder, C.C. (2005). Work motivation theory and research at the dawn of the twenty-first century. <i>Annual Review of Psychology</i>, 56, 485-516
4	Sept 25	Job Attitudes & Job Performance	Reading: <ol style="list-style-type: none"> Judge, T.A. & Kammeyer-Mueller, J.D. (2012). Job attitudes. <i>Annual Review of Psychology</i>, 63, 341-367
5	Oct 2	Work Related Well-Being (Engagement & Stress)	Reading: <ol style="list-style-type: none"> Bakker, AB., Demerouti, E., & Sanz-Vergel, A.I. (2014). <i>Burnout and work engagement: The JD-R approach. Annual Review of Organizational Psychology and Organizational Behavior</i>. 1, 389-411
6	Oct 9	Leadership	Individual Assignment #2 Reading: <ol style="list-style-type: none"> Judge, T.A., Bono, J.E., Ilies, R., & Gerhardt, M.W. (2002). Personality and leadership: A qualitative and quantitative review. <i>Journal of Applied Psychology</i>, 87, 765-780. *Omit the Methods and Results sections: Read Discussion section to bottom of oa. 774
7	Oct 16	Leadership (cont'd)	1st Group Symposium (Group 1) Reading: <ol style="list-style-type: none"> Snook, S. (2008). Leadership development. <i>Harvard Business Publishing</i> Group Case Discussion

Leading Teams

8	Oct 23	Groups & Teams	2nd Group Symposium (Group 2) Reading: <ol style="list-style-type: none"> Ilgen, D.R., Hollenbeck, J.R., Johnson, M. & Jundt, D. (2005). Teams in organizations: From Input-Process-Output models IMOI models. <i>Annual Review of Psychology</i>, 56, 517-543. Group Case Discussion
9	Oct 30	Group Dynamics	3rd Group Symposium (Group 3) Reading: <ol style="list-style-type: none"> Polzer, J.T. (2003, February 26). <i>Identity issues in teams. Harvard Business School.</i> Group Case Discussion

Leading Organizations

10	Nov 6	Organizational Culture	4th Group Symposium (Group 4) Reading: <ol style="list-style-type: none"> Schneider, B. Ehrhart, M.G., & Macey, W.H. (2013). Organization climate and culture. <i>Annual Review of Psychology</i>, 64, 361-388 Group Case Discussion
11	Nov 13	Fall Break – No Class	
12	Nov 20	Leading Organizations Through Crises	Group Case Discussion
13	Nov 27	Organizational Life Cycles and Leadership Styles	Lecture and Group Discussion
14	Dec 4	Course Wrap-up and Peer Evaluation	
The final exam is December 11, 2025			

STUDENT RESOURCES

UR Accommodated – Centre for Student Accessibility

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Students who need these services are encouraged to register with the Centre for Student Accessibility to

discuss the possibility of academic accommodations and other supports as early as possible. For more information, see the Center for Student Accessibility website at

<https://www.uregina.ca/student/accessibility/centre-Accessibility/index.html>

Student Mental Health

Counselling services are available to provide accessible, evidence-based, and inclusive psychological services. Mental health and wellbeing is an important component of student success. As such, counselling services strives to support students through responsive, skills-based and proactive engagement. For more information, see the counselling services website at

<https://www.uregina.ca/student/counselling/>

Writing Assistance

The Student Success Centre (SSC) offers personalized support services designed to encourage and assist students with academic challenges, develop skills, set goals and connect with others. Both on-line and in-person services, including tutoring and writing skills, are available. <https://www.uregina.ca/student-success-centre/index.html>