

GBUS817 Managing People in Organizations

Winter 2026

INSTRUCTOR DETAILS:

Name: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Office Location: [REDACTED]

Office Hours: By appointment

CLASS DETAILS:

Class Dates: [REDACTED]

Class Time: [REDACTED]

Class Location: [REDACTED]

LAND ACKNOWLEDGEMENT

The University of Regina is situated on the territories of the nêhiyawak, Anihšînāpēk, 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 behavior (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, activities, 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. There are Harvard Business readings and a simulation activity used in the class, which will be charged to each student's account. These charges (approximately CDN\$15 in total) will be billed to your student account after this semester's add/drop date.
2. Access to the required journal articles will be provided via UR Courses at no cost.

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

COURSE EVALUATION

Grades will be determined based on the following components:

Component	Weight	Due date
Individual assignment (2 @ 10% each)	20%	11:59 p.m. February 26
Group symposium	20%	
Group case report	20%	11:59 p.m. April 10
Final exam	25%	April 16
Participation in class	15%	

1. Individual assignment: 2 @ 10%=20%

The instructions of individual assignments will be discussed in classes held on **January 15** and **February 12**. 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). The two assignments should be submitted on UR Courses by 11:59 p.m. **February 26**.

2. Group symposium: 20%

In our first class, students will form 4 groups. Symposia will be held in class on **February 26**, **March 5**, **March 12**, and **March 19**.

Tasks for leading groups: Leading groups will present the assigned reading and lead discussions on the weekly topic and reading on February 26, March 5, March 12, and March 19. This assignment provides the opportunity for in-depth learning on a topic of interest to group members. The presentation should include:

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

Groups should be prepared to creatively engage their fellow students in a dialogue regarding the assigned readings. Audience groups will evaluate the symposium. Meanwhile, you have the right to evaluate the participation level of your audience by nominating the best participants in your symposium. Please read "GBUS817 - 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 (excluding their own group) by **March 19, 2026, 11:59 p.m.** The evaluation must include rankings for the groups and list at least three strengths and three weaknesses 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 to do a group project and write a report with your solution to the case problem(s). The page-limit of the case report is 10 pages (double-spaced, not including graphs and other appendices). The group case report should be submitted on UR Courses by 11:59 p.m. **April 9**.

4. Final exam: 25%

The final exam information will be discussed on **April 2** in class. The format of the exam is 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 therefore 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 determined based on your level of involvement in the class and **the quality of your contributions** to class discussion. Your participation level will be evaluated by the symposium leading group and the instructor. 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. Any rating below the team average must be supported by evidence-based comments. These evaluations will be completed independently from other group members and will be kept **confidential** from them. 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 it is determined that certain individuals' contributions to the group were inadequate (e.g., an average of below '4' from the majority of peers in their group).

MISSED EXAM AND ASSIGNMENT POLICY

Final exam: Students unable to write the final exam because of illness or other circumstances beyond their control may apply for permission to write a deferred examination. Students will need to submit an [Graduate Student Application for Deferral of Term Work and/or Final Exam](#) with supporting documentation within three days of the scheduled exam. The decision (approved or denied deferral) is made by Faculty of Graduate Studies and Research (FGSR). The deferral form can be found on the FGSR website at: <https://www.uregina.ca/graduate-studies-research/current-students/forms.html>

Assignment: 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 are able to 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 appropriate 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 indicate 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 in order 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.

AI USE

Students may use AI tools for basic word processing functions, including grammar and spell checking. Students may not use AI for the following tasks:

- 1) Using AI to generate content for any graded assignments without processing the content yourself.
- 2) Using AI to read a case and provide a summary or direct answer without having read it yourself.
- 3) Using AI to answer exam questions, in part or in full.
- 4) Replacing group reflection with AI-generated responses.
- 5) Presenting AI-generated text as your own without citation or explanation of its use.
- 6) Translating or rephrasing texts with AI without declaring its use.

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.

TENTATIVE CLASS SCHEDULE

Week	Date	Topic	Readings/Activities
1	8-January	Intro & Course setup	Form groups & assign topics Reading: 1. 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.
Leading people			
2	15- January	Individual differences: Personality	Individual assignment #1 Reading: 1. 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	22- January	Motivation	Reading: 1. 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	29- January	Job attitudes & Job performance	Reading: 1. Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job attitudes. <i>Annual Review of Psychology</i> , 63, 341-367.
5	5- February	Work-related well-being (engagement, & stress)	Reading 1. Bakker, A.B., Demerouti, E., & Sanz-Vergel, A.I. (2014). Burnout and work engagement: The JD–R approach. <i>Annual Review of Organizational Psychology and Organizational Behavior</i> , 1, 389–411
6	12- February	Leadership	Individual assignment #2 Reading: 1. 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 pg. 774
7	19- February	Winter Break Week, No Class 🌸	

8	26- February	Leadership (cont'd)	1st Group Symposium (Group 1) Reading: 1. Snook, S. (2008). Leadership development. <i>Harvard Business Publishing</i> Group case discussion
Leading teams			
9	5- March	Groups & teams	2nd Group Symposium (Group 2) Reading: 1. Ilgen, D.R., Hollenbeck, J.R., Johnson, M., & Jundt, D. (2005). Teams in organizations: From Input-Process-Output models to IMOI models. <i>Annual Review of Psychology</i> , 56, 517-543. Group case discussion
10	12- March	Group dynamics	3rd Group Symposium (Group 3) Reading: 1. Polzer, J. T. (2003, February 26). Identity issues in teams. <i>Harvard Business School</i> . Group case discussion
Leading organizations			
11	19- March	Organizational culture	4th Group Symposium (Group 4) Readings: 1. Schneider, B., Ehrhart, M.G., & Macey, W.H. (2013). Organizational climate and culture. <i>Annual Review of Psychology</i> , 64, 361-388. Group case discussion
12	26- March	Leading Organizations through crises	Simulation activity
13	2- April	Course wrap-up	Pfeffer, J., & Sutton, R. I. (2006). Evidence-based management. <i>Harvard Business Review</i> , 84(1), 62.
14	9- April	Peer evaluation	

The final exam will be scheduled during the final exam period. The tentative date is April 16.

Note: This schedule is subject to revisions

STUDENT RESOURCES

Accessibility Services

If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course <https://www.uregina.ca/student/accessibility/> . The Centre will advise how you proceed and the required communication with your instructor.

Writing Assistance

The Student Success Centre (www.uregina.ca/ssc) offers both on-line resources and in- person tutoring on writing skills.

Counseling Services

If any learner is experiencing personal problems which may be affecting their studies, please consider consulting UofR Consulting Services. For more information check here <https://www.uregina.ca/student/counselling/services/index.html>



Feeling Stressed? Always worried?

Some stress is normal when you're going to university but **1 in 5 students** will suffer from enough distress that they **would benefit from counselling**.

What can I do?

The U of R offers several counselling services free of charge for students at the U of R. These sessions are confidential and easy to access for students – simply go to the second floor of Riddell, Room 251 to make an appointment.

When should you go?

Knowing when to schedule an appointment can be tough. Some common issues you might need help with include test anxiety, if you've experienced a trauma like losing a family member or a close friend, or if you've recently ended a relationship.

If the feelings you're experiencing are more intense and severe counselling services can also provide urgent service within 3 days and referrals as needed.

What options are available for me?

Personal Counselling – This is a great option if you'd like one on one attention for things like anxiety and panic, relationship conflict, depression, grief and loss, academic issues, body image and substance abuse.

Up to 5 sessions are free per semester. Try it – talking about your problems can be more helpful than you might think!

Group Counselling – Simply put, you're not alone. Many students are experiencing the same things as you. The U of R offers a wide variety of group counselling opportunities that can help teach many skills for managing your mental health, including: Meditation and relaxation, Healthy relationships, Stress Management and Self-Care.

But I can't afford counselling...

Seeking counselling doesn't have to be cost prohibitive. Many students can benefit from the 5 free sessions offered by the University as a benefit of being a student.

If you need more sessions make sure you contact URSU and visit www.IHaveAPlan.ca. Many expenses that are related to mental health, including going to a psychologist, are partially covered by your Student Health and Dental Plan!

What else can I do?

Self-care - taking better care of yourself, can help you out. Eating better, working out, smoking and drinking less and balancing school with fun can all help with mental health!

Have a problem but don't know how to fix it?

URSU's Student Advocate can help you free of charge!

- Academic Appeals
- Disciplinary Appeals
- Student Loan Appeals
- E-mail advocate@ursu.ca to schedule an appointment today!
- Emergency Bursaries
- Notary Public
- Rentalsman Appeals

