

## **GBUS 817 – Managing People in Organizations**

### **Spring/Summer 2022**

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#### **INSTRUCTOR DETAILS:**

Name: Elizabeth Nguyen, CPA.CA  
Phone: 306-535-3973  
Email: Elizabeth.Nguyen@uregina.ca

Office Location: Remote  
Office Hours: By appointment

#### **CLASS DETAILS:**

Class Dates: Mondays & Wednesdays, May 2 – June 15, 2022 (no class May 23)  
Class Times: 7PM – 9:45PM  
Class Format: Hyflex – online/onsite flexible instructional method  
Class Location: ED 514 for onsite students

#### **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 behavior and performance, with a view to improving managerial effectiveness.

#### **LEARNING OBJECTIVES**

By the end of the course, students will:

- 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

#### **FORMAT**

Students will have the option to attend in person or by remote online access. However, please note that there is a group project/presentation assigned and you will be responsible for organizing yourselves in order to facilitate participation and collaboration in the project.

This course will involve lectures, in-person and online group discussions, case discussions, videos and guest speakers. As a result, attendance and active participation in classroom activities is required. Students are expected to prepare in advance for class and be able to participate in class discussions. It is expected that students will read and prepare appropriately for every class.

In addition, the course requires active participation of everyone (as indicated by the heavy weighting on participation).

This course moves at a rapid pace so preparedness and organization will be critical factors to your success. There is a lot of reading and writing required but if you stay on track early on, it is achievable. Having just recently completed my EMBA while working full-time, I understand the busy lives of graduate students and have taken care to design assignments to be manageable while adding value to your learning experience.

## **COURSE MATERIALS**

### **Required textbook:**

Organizational Behaviour: Improving Performance and Commitment in the Workplace, Fourth Canadian Edition. Jason Colquitt, Jeffery LePine, Michael Wesson, and Ian Gellatly. Copyright 2018 McGraw-Hill Ryerson Ltd.

### **Online resources:**

There will be some required, supplementary, and resource materials posted in UR Courses.

## **TENTATIVE CLASS SCHEDULE**

<b>WEEK 1</b>	
Monday, May 2	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Chapter 1-3 of textbook</li> <li>- Selected readings on UR Courses</li> </ul> <p>Introductions and Syllabus Review Introduction to Organizational Behaviour</p>
Wednesday, May 4	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Chapter 4 of textbook</li> <li>- Selected readings on UR Courses</li> </ul> <p>Emotional Intelligence – Perceiving Ourselves and Others in the Workplace Managing Your Biases</p>
<b>WEEK 2</b>	
Monday, May 9	<p><i>Required reading</i></p> <ul style="list-style-type: none"> <li>- Chapters 5, 6 of textbook</li> <li>- Selected readings on UR Courses</li> </ul> <p>Leading the Individual – Part 1</p>
Wednesday, May 11	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Chapters 7,8</li> <li>- Selected readings on UR Courses</li> </ul>

	Leading the Individual – Part 2
<b>WEEK 3</b>	
Monday, May 16	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Chapter 11 of textbook</li> <li>- Selected readings on UR Courses</li> </ul> <p>Leading Teams – Part 1</p>
Wednesday, May 18	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Chapter 9 of textbook</li> <li>- Selected readings on UR Courses</li> </ul> <p>Leading Teams – Part 2</p>
<b>WEEK 4</b>	
Monday, May 23	STAT HOLIDAY - NO CLASS
Wednesday, May 25	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Chapter 12 of textbook</li> <li>- Selected readings on UR Courses</li> </ul> <p>Power, Influence, and Negotiation</p>
<b>WEEK 5</b>	
Monday, May 30	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Chapter 13 of textbook</li> <li>- Selected readings on UR Courses</li> </ul> <p>Leadership Styles and Behaviours Guest speaker: Chief Evan Bray, Regina Police Service</p>
Wednesday, June 1	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Chapter 10 of textbook</li> <li>- Selected readings on UR Courses</li> </ul> <p>Communication</p>
<b>WEEK 6</b>	
Monday, June 6	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Chapters 14,15 of textbook</li> <li>- Selected readings on UR Courses</li> </ul> <p>Organizational Culture</p>
Wednesday, June 8	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> <li>- Selected readings on UR Courses</li> </ul> <p>Leading Change</p>

	(Guest speaker: Jennifer Leflar, VP Enterprise Change Management, SGI)
<b>WEEK 7</b>	
Monday, June 13	Group Presentations
Wednesday, June 15	<i>Required reading:</i> - <i>Selected readings on UR Courses</i>  Equity, Diversity and Inclusion in the Workplace Final discussions Distribution of take-home final

## **COURSE ASSESSMENT SUMMARY**

Each graded component will be assessed and assigned a grade. Students must achieve an overall score of at least 70% to earn a passing grade. In addition, students must achieve a score of at least 70% on the final exam to pass.

<b>Component</b>	<b>Weight</b>	<b>Due Date</b>
Participation	15%	Ongoing
Student journals	10%	June 16 at 11:55PM
Reflection paper	20%	May 23 at 11:55PM
Group Case Study and Presentation	25%	June 10 at 11:55PM
Take Home Final Exam	30%	June 20 at 11:55PM
<b>TOTAL</b>	<b>100%</b>	

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

## **DESCRIPTION OF ASSESSMENTS**

### **Participation – 15%**

Your participation is critical to the success of this class. Students are expected to be present and engaged in class. As in any adult learning environment, we want to ensure that everyone feels comfortable and engaged to learn from each other's perceptions and experiences. Therefore, you will receive a portion of your grade that will be based on your attendance, efforts to come prepared, and regular effective contributions. This will include the ability to engage in appropriate collegial dialogue with fellow students and the instructor, challenging assumptions, and providing innovative suggestions.

High levels of participation would include:

- Active participation in class discussions that enrich the learning experience of the class
- Drawing others into discussions,
- Demonstration of critical thinking (e.g. constructively criticizing articles discussed in class), and bring in outside materials from popular press, current events, and personal experiences and observations.
- Making observations that integrate concepts and discussions.
- Asking key questions that lead to revealing discussions.
- Engaging in devil's advocacy: disagreeing with the instructor and other students when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice.
- Listening open-mindedly and responding to what others say.

Contribution marks will be allocated in the following manner:

*Exceeds Expectations - 13 to 15*

Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

*Meets Expectations - 10.5 to 12*

Students show an active interest in class activities and participate actively in classroom discussions; regularly make insightful comments which help others to understand the course material; act as positive group role models, etc.

*Does not Meet Expectations – 0 to 10*

*7.5 to 10* - Students attend class regularly but only occasionally contribute to the classroom experience.

*Less than 7.5* - Students fail to contribute in any of these ways

### **Student Journals – 10%**

Throughout the course lectures, there will be about 10-12 journal prompts provided based on the topic being discussed that day. Students are to keep a journal and make personal reflections based on the journal prompts provided. The only formatting requirements are Times New Roman, 12 point font, minimum of 100 words, no maximum. As this is a personal reflection journal, no references are required and it will not be marked for spelling, grammar, etc. Students need to complete at least 5 journal entries in order to achieve full marks. The date to submit the journals is June 16, but students can submit at any time after completing 5 journal entries.

## **Reflection Paper – 20%**

A thoughtful reflection paper incorporating two major concepts studied in the first three weeks of class. Your reflection will need to contain at least 3 references from the textbook, readings, or lectures, as well as anticipated obstacles and possible solutions related to applying these concepts in an organization (preferably your own workplace, past or present) or your own professional development.

Papers will be graded upon the following:

- Writing style, conciseness, clarity in expression
- Organization of material and ideas (e.g. includes a short introduction with a clearly stated purpose, includes a short conclusion, organization of material is coherent and each section flows seamlessly into the next)
- Appropriate referencing (e.g. it should be clear which ideas are yours versus those stated in the class materials)
- Adequate coverage of key concepts (depth and breadth) given the word count restrictions
- Depth in critique and reflections (e.g. more than superficial level thinking)

Formatting requirements for this assignment are Times New Roman, 12 point font, 1” margins, not exceeding 1200 words in length.

## **Group Case Study/Presentation – 25%**

In self-organized teams of four or five, students are to develop an original 3-5 page case study and a 2-3 page simplified teaching note.

### Case Study/Vignette

Identify concepts from class and create a case study/vignette that illuminates that topic in a real-world work setting. Write up the situation as a case where readers will be expected to apply concepts learned in class in order to come to a decision and/or set of recommendations to address the issue presented. A guiding question or questions should be included to narrow the scope of focus.

### Simplified Teaching Note

The simplified teaching note must capture the following four components:

1. Synopsis – a summary of the case concerns and the challenge being faced
2. Teaching/Learning Objectives – the particular class topics and concepts illustrated within the case
3. Analysis – “solving the case”; map out the solution and/or recommendations to the case demonstrating use of the topics and concepts noted in teaching/learning objectives.

Formatting requirements for this assignment are: Times New Roman, 12 point font, 1” margins.

### Group Presentation

Each group should prepare their case study and teaching note as a short lecture for the class. This will be in PowerPoint format and should be a summarized version of the submitted case/teaching

note. The presentation should highlight key elements of the case including applicable course concepts and the analysis. Each presentation should be no longer than 15 minutes in duration.

## **Take Home Final Exam – 30%**

Due June 20 at 11:55PM.

You will receive the exam on June 15 at the end of class.

This exam will consist of 2-3 essay questions, covering materials from the textbook, readings, lectures, and guest speakers for the entire semester.

The final exam grade must exceed passing grade level (70%) for a student to pass the class.

## **OTHER GRADING INFORMATION**

You must submit all assignments and obtain a grade of 70% to pass the class.

Late assignments will be penalized at a rate of 10% for each day of lateness, unless approved in advance and/or proper documentation is provided (e.g. medical note).

## **ACADEMIC ETHICS**

Students are reminded that they must adhere to the standards of ethics of the university (see Section on *Academic Conduct and Misconduct Regulations Governing Discipline for Academic and Non-academic Misconduct* in the Academic Calendar). Students must appropriately reference material and must submit their own work. If unethical behavior is suspected, all individuals involved will receive zero on this component of the course.

Students are expected to read, understand and comply with University of Regina / FGSR policies on academic conduct. These can be found at <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#conduct>

## **OTHER KEY MESSAGES**

- **UR Courses** – Access to UR Courses is mandatory for this class. I will use UR Courses to post required readings and other information on a regular basis. I recommend that you log onto the class page regularly.
- **Contacting the instructor** - I am always happy to meet with students. Please email me on UR Courses or at [Elizabeth.Nguyen@uregina.ca](mailto:Elizabeth.Nguyen@uregina.ca) to make an appointment. I am also happy to respond to email questions. I will usually respond to all student emails within 24 hours.



## **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.

### **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>

### **Writing Assistance**

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