

## **GBUS 817-001 Managing People in Organizations**

**Fall 2026**

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### **INSTRUCTOR DETAILS:**

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

Office Location: [REDACTED]  
Office Hours: [REDACTED]

### **CLASS DETAILS:**

Class Dates: [REDACTED]  
Class Times: [REDACTED]  
Class Location: [REDACTED]

### **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, seminar discussions, case discussion, videos and guest speakers. 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. It is expected that students will read and prepare appropriately for every class. As a general rule, students should expect to dedicate on average a minimum of 5 hours/week out of class for this course.

### **COURSE MATERIALS**

Principles of Organizational Behavior: The Handbook of Evidence-Based Management Pearce ISBN 9781119828549

Knowledge for Evidence-Based Management, 2nd Edition Harvard Business Publishing Cases- there are Harvard Business readings and a simulation activity used in the class, which will be charged to each students account. These charges will be billed to your student account after the semester's add/drop date.

## **COURSE ASSESSMENT SUMMARY**

The evaluation for this course will include the following components:

| <b>Evaluation Components</b> | <b>Weight</b> |
|------------------------------|---------------|
| Participation                | 15%           |
| Individual Assignment        | 20%           |
| Group symposium              | 20%           |
| Group Project/Case           | 15%           |
| Final Exam                   | 30%           |
| <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/graduate-studies-research/graduate-calendar/grading.html>

## **DESCRIPTION OF ASSESSMENT**

### ***Participation*** **15%**

Students are expected to attend class, to have read the assigned material before class, and to come prepared to discuss the material and engage in exercises.

### ***Individual Assignment*** **20%**

The instructions for these assignments will be available on UR courses.

### ***Group Symposium*** **20%**

Groups will form groups and be responsible for leading class and the discussions. The presentations

will be evaluated be peer evaluated. Further information will be provided on UR Courses.

## ***Group Project/Case***

**15%**

A group project about a case with the solution to the problem.

## ***Final Exam***

**30%**

Final exam will take place on the due date outlined in the syllabus. The final exam will take place in person.

## **ACADEMIC REGULATIONS**

### **Request for Deferred Submission of Work.**

A missed exam, quiz or discussion will be assigned a grade of zero unless proof is provided for an extraordinary circumstance. You must do your best to inform your instructor prior to or immediately if you expect the assessment will be missed.

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>

## **ACADEMIC INTEGRITY**

Academic integrity requires students to be honest and responsible in all learning environments. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from a student's own understanding and effort. The principles of academic integrity include, but are not limited to:

- Completing your own work;
- Documenting your research and citing the works of others;
- Acting ethically and with integrity as you pursue your academic studies;
- Upholding the ethical or professional code of the profession for which you are preparing;
- Being accountable and taking responsibility for your actions; and
- Learning from your mistakes.

While students may use generative AI tools for brainstorming and idea development, the submitted content, analysis, and conclusion must be independently developed by the student.

## **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>

## **CLASS SCHEDULE**

| Date         | Class | Topic                               | Readings         |
|--------------|-------|-------------------------------------|------------------|
| September 1  | 1     | Introductions -                     |                  |
| September 8  | 2     | Individual Differences: Personality | Chapter 1,2      |
| September 15 | 3     | Motivation                          | Chapter 5, 6     |
| September 22 | 4     | Job attitudes and Job               | Chapter 8, 9, 10 |

|              |    |                                                    |                               |
|--------------|----|----------------------------------------------------|-------------------------------|
|              |    | performance                                        |                               |
| September 29 | 5  | Work related well-being<br>(engagement and stress) | Chapter 23, 26                |
| October 6    | 6  | Leadership                                         | Chapter 15, 16                |
| October 13   |    | Leadership                                         | Symposium 1                   |
| October 20   | 7  | Groups and Teams                                   | Symposium 2 Chapter 18,<br>19 |
| October 27   | 8  | Group dynamics                                     | Symposium 3 Chapter 20        |
| November 3   | 9  | Organizational Culture                             | Symposium 4 Chapter 28        |
| November 10  | 10 | No Class                                           |                               |
| November 17  | 11 | Leading organizations<br>through crises            | Simulation                    |
| November 24  | 12 | Course Wrap up                                     |                               |
| December 1   | 13 | Group Project                                      |                               |

**Final exam date Tuesday December 15 7:00 pm-10:00 pm**

### **Important Notice**

This schedule is subject to change. Students will receive as much advance notice as possible.