



MBA B650
Managing People in Organizations
Course Outline

Human Resources and Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

Workers' experiences and behaviors are endlessly fascinating subjects that have a number of important implications for people and the organizations in which they work. Unfortunately, misconceptions about how to manage people and run an organization are plentiful. This course will provide a theoretical foundation that you can use to evaluate organizational phenomena and managerial practices.

This course focuses on the role of "human" resources in the functioning, success, and failure of organizations. Having a great product idea, coupled with well-designed financing arrangements, and a masterful marketing plan, will be of limited value unless organizational members can actually do their jobs effectively. In fact, whether or not an organization even has a great product idea, a well-designed financing arrangement, or a masterful marketing plan in the first place is really a reflection of the successful performance of individuals who work for and with the organization, rather than the organization itself.

The primary goal of this course will be to improve your understanding of how people behave in the context of an organizational structure. Having a greater knowledge of human behaviour will help you to better understand (and predict!) the attitudes and behaviours of your co-workers, subordinates, supervisors, and clients. The course advances through three levels of thinking about managing others: managing yourself, managing groups, and managing others. Through a combination of in-class exercise, cases, readings and assignments, this course will help you to better understand your own past and future behaviours as a member and leader within an organization.

INSTRUCTOR AND CONTACT INFORMATION

Section 1 (C01): Tues 5:30pm Thur: 2:30pm	Section 2 (C02): Tues: 11:30am Thur: 8:30am
Instructor: Dr. Adam Stoehr stoehra@mcmaster.ca	Instructor: Dr. Adam Stoehr stoehra@mcmaster.ca
Office: RJC	Office: RJC
Office Hours: after class	Office Hours: after class
TA: Sarah Walker walkes6@mcmaster.ca	TA: Sarah Walker walkes6@mcmaster.ca

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

COURSE DESCRIPTION

This course includes lectures, class discussions, exercises, and cases. This multiplicity of methods allows students to:

1. Test their understanding of theories and concepts presented in class and the readings.
2. Use theories and concepts to analyze and solve actual problems in organizations. This theoretical knowledge is crucial: it allows you to be able to return to “first principles” in order to solve the new problems that you will face, continually, as a manager.

3. Develop skills in communicating ideas, in developing and presenting arguments, in listening to and understanding others, and in challenging others' views in a way that advances everyone's understanding.
4. Learn to think independently and critically: you will need to choose the theories or conceptual frameworks that best fit with the issues and problems in the case at hand.

In this course, the role of the professor includes lecturing, but will more often tend toward stimulating and guiding student discussion. I will review theoretical concepts but will also ask questions and encourage you to present, and support, different points of view in discussion.

LEARNING OUTCOMES

Upon completion of this course, your professional skills should be improved by being able to better:

- Identify the impact of individual characteristics (e.g., personality) and explain how these factors do and do not shape behaviour
- Analyse and improve the design, motivation, and function of teams
- Anticipate and manage dysfunctional interpersonal conflict
- Identify strategies to excel in and manage diverse workplaces
- Assess and improve organization culture
- Explain the difference between a good manager and a great leader and explore ways in which you can improve your own leadership style
- Examine the concept that good management and leadership skills are not necessarily intuitive or obvious
- Build and leverage your social network as you work towards your career goals
- Explain that most managerial issues are multi-faceted and not always quickly resolved by the latest management fad

COURSE MATERIALS AND READINGS

Seven cases available via Ivey Publishing:

- Rob Parson at Morgan Stanley (A) (HBS)
- Henry Tam and the MGI Team (HBS)
- IDEO Product Development (HBS)
- Gravity Payments: \$70,000 Minimum Salary Company (Ivey)
- Vancouver City Savings Credit Union (Ivey)
- 3M Canada: Managing Change, Disruption, and COVID-19 (Ivey)
- Somebody Stop the Radio Star: Jian Ghomeshi at the CBC (Ivey)

Price: \$34.20 (digital) - Link to purchase: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c0000F2ovNEAR/mba-b650-managing-people-in-organizations>

COURSE OVERVIEW AND ASSESSMENT

Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Your final grade will be calculated as follows:

GRADE COMPONENT	WEIGHT	BRIEF DESCRIPTION
Individual: Interview	20%	Conduct an Interview with a working colleague, then write a report with reference to two organizational behaviour theories and explain how they apply to your interview subject.
Group: Team Project	Interim (Practice) Presentation: 5% Final Presentation: 10% Consulting Report: 15% Peer evaluation: 5%	Identify an instance of organizational crisis. In the context of OB concepts, you will develop an analysis of the reasons for the event or series of events and develop concrete and actionable recommendations for the repair and prevention of future similar crises.
Individual: In-class Test	25%	In-class test will cover all material covered to date.
Individual: Class Participation	20%	$\frac{1}{2}$ attendance $\frac{1}{2}$ active participation

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

Letter grade	Percent	Points
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

COURSE DELIVERABLES

1) Interview Report

For this assignment, you need to interview someone with a job and write a report.

Interview

For the interview, choose someone who is willing to spend some time talking to you. If the first person you contact is reluctant or busy, there are many other people you can ask. Do not ask anyone who might have difficulty saying no to your request such as a subordinate or someone who is otherwise dependent on you. You could ask:

- a mentor
- an acquaintance
- someone you would like to meet because he or she has an interesting job

You need to prepare 5-6 questions in advance of your interview and submit them as an Appendix in your report, but you should not ask only these questions. Be prepared to ask a lot of follow-up questions. Ask specific questions (without using technical language) and try to elicit concrete stories about the person's work experiences as concrete stories offer good data for analysis. That said, make it clear at the beginning that your interviewee doesn't have to tell you anything that he or she would rather keep private. Be professional, and don't be pushy.

Below are examples of the types of questions you might ask:

- For someone in your position, what would differentiate someone who is ok at their job from someone who is outstanding?
- Would you ever leave your current organization if you could find a similar position somewhere else?

It is important to be respectful of the interviewee's time. Your interviewee might want to see a list of the questions in advance; this is a reasonable request.

You should also tell the interviewee that you are willing to disguise their name, organization, and other personal details and that only you, your instructor, and your TA will see the report. Tell the interviewee that they are welcome to contact me or the McMaster Research Ethics

Board if they have any concerns and give them the appropriate contact information: 905-525-9140 x23142 or x26117 or <ethicsoffice@mcmaster.ca>.

A sample recruitment email is included below to give you a starting point for connecting with the interviewee. You don't have to use the exact wording, but you do have to include your email as an Appendix in your report. If you request an interview verbally, you should describe this process in your Appendix.

After the interview, be sure to send a handwritten "Thank You" card. If the interviewee has asked to see your final report, it is important that you provide this within a reasonable period.

Report

After conducting the interview, you need to write a report. For the report, choose two organizational behaviour theories and explain how they apply to your interview subject. For example:

- What is he or she motivated by?
- How does he or she evaluate job performance?
- Can you observe any individual characteristics (e.g., personality, self-efficacy) that are relevant to his or her success?

You are expected to illustrate your claims with specific examples from the interviewee's experiences. Your paper will conclude with a consideration of the cause and effect between the topics you have identified (e.g., does the person's motivation shape his or her job performance?); some overall observations about the individual and his or her approach to work and resulting job experiences and performance; and concrete take-aways for your own career.

In your report, make sure that you use the appropriate organizational behaviour terminology, and be sure to define everything. It is important that you show clear evidence in support of your arguments.

General Information

You must submit:

- Your report
- A copy of the email you sent to the interviewee as an Appendix
- A list of 5-6 questions that you prepared in advance of your interview as an Appendix

The paper should:

- Be no longer than four double-spaced pages
- Use 12-pt Times New Roman
- Include page numbers
- Have 1" margins

Bibliographies should be on a separate page and include all relevant information. Use APA or AMJ style. Make sure that you include a reference for every citation that you have included, but don't include works that you have read but not cited. Use the following formats:

Connelly, C.E. (2012). Perception, Personality, and Emotions. Organizational Behaviour. Class Lecture, September 1, 2012. Slides 4-12.

Colquitt, J.A., Lepine, J.A., Wesson M.J., & Gellatly, I.R. (2013). *Organizational Behaviour: Improving Performance and Commitment in the Workplace*. 2nd Canadian edition, McGraw-Hill Ryerson.

All papers should be submitted through A2L by the indicated due date (Week 5 – June 9th by 11:59pm). Late assignments will be penalized at a rate of ten percent (10%) per calendar day.

2) **Team Project**

All organizations experience crisis and failure. Nortel, a large Canadian organization which once employed more than 90,000 people, went bankrupt in 2009. British Petroleum, which had branded itself as a “green” oil company, presided over a massive oil spill in the Gulf of Mexico in 2010. Many other examples of organizational breakdown exist.

As future leaders, it will be important for you to understand how to prevent and begin to repair such crises. In a group of 5-6 people, which you will form yourselves, you will identify an instance of organizational crisis and gather secondary (and if available, primary) data on that crisis. Using this data, together with OB concepts, you will develop an analysis of the reasons for the event or series of events. I recommend that you focus on about three OB concepts that we have covered in class in your analysis.

Building on this analysis, you will develop 2-3 concrete and actionable recommendations for the repair of the crisis and 2-3 concrete and actionable recommendations for the prevention of future similar crises. I encourage you to select a crisis for which there is either a lot of public data (e.g., newspaper reports, legal testimony, retrospective articles or books) available or for which you have unique access (e.g., a failure at a recent employer).

You will present your analysis to the class at two phases of analysis and lay it out in greater detail in a report. By presenting your analysis to the class, you will build the class’s shared knowledge about contemporary management challenges.

To ensure that you have sufficient time to complete the assignment, you must form a group, and inform me of the event or series of events that you intend to study, by the end of week 2 (Class 4).

Interim Presentation: Incident and Analysis (5%)

Your initial presentation will be about 10-15 minutes and should include discussion of:

- The incident or series of incidents you are studying and what their effects were
- The data you have gathered so far and your planned data gathering activities
- Your starting analyses and hunches about the organizational reasons underlying why the crisis occurred

The presentation will be evaluated on how specific you are about what you are studying, depth and breadth of data that you have gathered thus far, clarity of your analysis, and relevance of

OB concepts and theories in your analysis. Further details on expectations around these elements can be found in the description of the paper.

You are encouraged to use this presentation as a way to “workshop” the direction of your analysis and recommendations. That is, your analyses should be based on evaluation of data, but they do not need to be finalized. Your colleagues in the class can, through Q&A, help you to focus your analyses for the second part of the project and determine whether there are additional data sources you require.

Teams will be also evaluated on the skillfulness of the presentation itself (e.g., diction, poise, organization, visual aids). All team members must actively participate in the presentation. All team members receive the same grade.

Presentation slides must be submitted electronically through the course website at least one hour before the beginning of class on the day of the presentation. (Week 3 – Class 6)

Final Presentation - Recommendations for Repair and Prevention (10%)

Your second presentation will be 10-15 minutes and will build on the first presentation. It should include:

- A recap of what you are studying, and your analyses about the organizational issues that contributed to the crisis. (These are likely to be more developed now than they were at the time of the first presentation.)
- Your recommendations for how the organization could repair the crisis. (If the case of failure that you are studying led to the organization’s total demise, please focus on repair efforts the organization might have engaged in earlier.)
- Your recommendations for how the organization might prevent future similar crises

The presentation will be judged on the concreteness and plausibility of your recommendations around repair and future prevention and their grounding in OB concepts and theories. Further details on expectations around these elements can be found in the description of the paper.

Groups will be also evaluated on the skillfulness of the presentation itself (e.g., diction, poise, organization, visual aids). All group members must actively participate in the presentation. All group members receive the same grade.

Presentation slides must be submitted electronically through the course website at least one hour before the beginning of class on the day of the presentation. (Week 9 – Class 18)

Consulting Report (15%)

Your task in the paper is to expand upon the analyses and recommendations that you will present to the class in a consulting report format in class 18 Week 9. Your report should include the following key elements:

- An introduction to what you are studying

- A detailed description of the data gathered and your analyses about the organizational issues that contributed to the crisis
- 2-3 recommendations for how the organization could repair the crisis. (If the case of failure that you are studying led to the organization's total demise, please focus on repair efforts the organization might have engaged in earlier.)
- 2-3 recommendations for how the organization might prevent future similar crises.
- A conclusion that summarizes some general take-aways (2-3) on the organizational reasons for crises, and some key ways that they can be managed and prevented.
- An appendix summarizing in table format the data that you gathered for your analyses.

In the paper, you are expected to supplement your understanding of the concepts that you discuss with reference to at least ten academic sources beyond those we have covered in class. You need to include at least ten different articles from this list of publications in your bibliography (you can also cite other sources, but they won't count towards your ten):

- *Academy of Management Executive*
- *Academy of Management Journal*
- *Academy of Management Perspectives*
- *Academy of Management Review*
- *Administrative Sciences Quarterly*
- *California Management Review*
- *Career Development International*
- *Harvard Business Review*
- *Group & Organization Management*
- *Group Decision and Negotiation*
- *Human Performance*
- *Human Relations*
- *Human Resources Management*
- *Human Resources Management Review*
- *Human Resources Management Journal*
- *IEEE Transactions on Engineering Management*
- *Information & Management*
- *Journal of Applied Psychology*
- *Journal of Business and Psychology*
- *Journal of Management*
- *Journal of Management Information Systems*
- *Journal of Management Studies*
- *Journal of Occupational Health Psychology*
- *Journal of Organizational Behavior*
- *Journal of Personality and Social Psychology*
- *Organizational Behavior and Human Decision Processes*
- *Journal of Organizational and Occupational Psychology*
- *Journal of Vocational Behavior*
- *Leadership & Organizational Development Journal*
- *Organizational Behavior and Human Decision Processes*
- *Personnel Psychology*
- *Personnel Review*
- *Sloan Management Review*
- *Small Group Research*

It is recommended to use one of the McMaster University Library databases, such as Business Source Complete, rather than Google Scholar. A search by subject, keywords, or author name will usually yield much better results than searching through the journal portal. If you are not familiar with the databases, please ask the librarians or me for help.

References should be in the following style if you are paraphrasing:

- An increasing number of research studies focus on contingent work arrangements (Connelly & Gallagher, 2004).

But use the following style if you are quoting directly:

- As noted by Connelly and Gallagher (2004, p. 978) "there has been a tremendous growth over the past ten years in the number of research studies that address the development and the consequences of contingent work arrangements."

Bibliographies should be on a separate page and include all relevant information. Make sure that you include a reference for every citation that you have included, but don't include works that you have read but not cited. Use the following formats:

- Reid, EM. and MW. Toffel. 2009. "Responding to Public and Private Politics: Corporate Disclosure of Climate Change Strategies." *Strategic Management Journal*, 30(11): 1157-1178.
- Colquitt, J.A., Lepine, J.A., Wesson M.J., & Gellatly, I.R. (2013). *Organizational Behaviour: Improving Performance and Commitment in the Workplace*. 2nd Canadian edition, McGraw-Hill Ryerson.

In general, your paper should:

- Be eight pages or less (not including the title page and bibliography)
- Use 12-pt font, Times New Roman
- Be double spaced
- Include the names and student numbers of all team members on the title page

Because all team members receive the same grade (for the report and the presentation), it is your team's collective responsibility to manage the team's work process. If your team is having difficulty doing this, approach me for advice. Be sure to document any problems that you are having. If a member of your team is engaging in academic dishonesty, you are expected to let me know, and I will follow the McMaster University and DeGroote School of Business guidelines in prosecuting this.

If you are unsure about ANYTHING, just ask me for help.

All papers should be submitted through the course website by the indicated due date (at least one hour before the beginning of class on the day of the presentation - Week 9 – Class 18) Hard copies of papers should also be provided to the instructor at the start of the class. Late assignments will be penalized at a rate of ten percent (10%) per calendar day.

Peer Evaluation (5%)

A critical component of your professional development in the MBA program involves improving your ability to contribute to and collaborate productively with a team. The best assessors of your ability to do so are the people with whom you work directly - your teammates.

At the end of the semester, all project teammates will evaluate each other's contributions to the team project. At the end of the project class 18 Week 9, you will complete a short questionnaire providing feedback on each of your teammates. You will provide feedback on each teammate's timeliness, participation, quality of work, attitude, and overall contribution to the success of the project.

3) *In-class Test (25%)*

This 60-minute test will be conducted in Week 9 class 17 and will cover all material covered to date. Questions will focus on demonstrating a deep understanding of the material by extending concepts beyond what was studied in class (e.g., mini-case studies, novel situations). Study early and study often!

4) *Participation (20%)*

Class discussions of course material are an important component of the learning experience in this course. Therefore, 20% of students' marks for the course will be based upon their class attendance and substantive participation in the discussions. Students are expected to come to classes and add valuable input to the class discussion.

Students are expected to attend and participate actively in all class exercises and discussions. Participation grades will be based on the quantity as well as the quality of your contributions to class discussion.

Attendance at all classes is required. If you miss a class, it is your responsibility to inform the instructor of the reason and acquire the course notes from one of your classmates. Slides will also be available from the course website.

All students must bring name cards to class. This will help me to remember your name. If you are wondering if your participation is adequate, send me an email or come to my office and I will provide you with an estimate of your anticipated participation grade for the semester.

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroote website at <http://mbastudent.degrote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

A student who misses a final examination without good reason will receive a mark of 0 on the examination.

All applications for deferred and special examination arrangements must be made to the Student Experience – Academic (MBA) office. Failure to meet the stated deadlines may result in the denial of these arrangements. Deferred examination privileges, if granted, must be satisfied during the examination period at the end of the following term. There will be one common sitting for all deferred exams.

Failure to write an approved deferred examination at the pre-scheduled time will result in a failure for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript. Students receiving no credit for a required course must repeat the course. Optional or elective courses for which no credit is given may be repeated or replaced with another course of equal credit value.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Any student who is unable to write a final examination because of illness is required to submit the Application for Deferred MBA Final Examination and a statement from a doctor certifying illness on the date of the examination. The Application for Deferred MBA Final Examination and the McMaster University Student Health Certificate can be found on the DeGroote website at <http://mbastudent.degrote.mcmaster.ca/forms-and-applications/> Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. Students who write examinations while ill will not be given special consideration after the fact.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within five business days of the missed examination.

Special examination arrangements may be made for students unable to write at the posted exam time due to compelling reasons (for example religious, or for part-time students only, work-related reasons):

- Students who have religious obligations which make it impossible to write examinations at the times posted are required to produce a letter from their religious leader stating that they are unable to be present owing to a religious obligation.
- Part-time students who have business commitments which make it impossible to write examinations at the times posted are required to produce a letter on company letterhead from the student's immediate supervisor stating that they are unable to be present owing to a specific job commitment.

In such cases, applications must be made in writing to the Student Experience – Academic (MBA) office at least ten business days before the scheduled examination date and acceptable documentation must be supplied.

If a student is representing the University at an academic or athletic event and is available at an overlapping scheduled time of the test/examination, the student may write the test/examination at an approved location with an approved invigilator, as determined by the Student Experience – Academic (MBA) office.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within ten business days of the end of the examination period.

Note: A fee of \$50 will be charged for a deferred exam written on campus and a fee of \$100 for deferred exams written elsewhere. In cases where the student's standing is in doubt, the

Graduate Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete.

The SAS website is: <http://sas.mcmaster.ca>

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g., on A2L, in the classroom, etc.) to the various learning activities of MBA B650 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.

Lack of awareness of the course policies cannot be invoked at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Session	Tuesday	Thursday
MANAGING SELF		
Week 1	<p>Class 1: Why do people matter? Intro to OB and Personality</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Drucker, Peter F. 1999. Managing Oneself. Harvard Business Review (Best of HBR 1999) • Schneider, B. (1987). The people make the place. <i>Personnel psychology</i>, 40(3), 437-453. <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • What are some of your strengths and weaknesses in the work realm? • Which of these (strengths/weaknesses) would you like to work on over the semester? 	<p>Class 2: How can we assess job performance? Good results vs. Fitting in</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Case: Rob Parson at Morgan Stanley • Rivera, L. 2012. Hiring as Cultural Matching. <i>American Sociological Review</i>, 77(6):999-1022. • Wrzesniewski et al., 1997. Jobs, Careers, and Callings. <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • Should Rob Parson be promoted? • What is more important, fitting in, or high performance?
Week 2	<p>Class 3: How can we make good decisions? Decision making and ethics</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Gino, F. 2015. Understanding ordinary unethical behavior: Why people who value morality act immorally. <i>Current Opinion in Behavioral Science</i>, 3:107-111. • Moore, C. 2008. Moral Disengagement in Processes of Organizational Corruption. <i>Journal of Business Ethics</i>, 80:129-139. • Kahneman, D. et al. (2011) Before You Make That Big Decision... <i>Harvard Business Review</i>, June, Vol. 89 Issue 6, p50-60. <p>Preparatory Questions:</p>	<p>Class 4: How can we motivate others? Theories of Motivation</p> <p>In-class Exercise: Sunbolt</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Herzberg, F. 1987. One more time: How do you motivate employees? <i>Harvard Business Review</i>. • Newport, Cal. 2012. Follow a career passion? Let it follow you. <i>New York Times</i>. <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • Where or when did you work the hardest? • Where or when did you slack off the most?

	<ul style="list-style-type: none"> • Think of a recent important decision that you made. What kinds of things mattered to you in making that decision? • Upon reflection, did you make the right decision? What did you notice/not notice at the time? <p>TEAMS AND PAPER TOPICS MUST BE SELECTED AND CONFIRMED WITH INSTRUCTOR.</p>	<ul style="list-style-type: none"> • What do the differences about these situations suggest about what motivates you?
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MANAGING GROUPS

Week 3	<p>Class 5: What's in a team?</p> <p>Team dynamics</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Wageman, R., Fisher, C.M., & Hackman, J.R. (2009). Timing is everything: The importance of finding the right moment in leading teams. <i>Organizational Dynamics</i>, 38, 192-203. • Duhigg, C. 2015. What Google Learned from Its Quest to Build the Perfect Team. <i>New York Times</i>: <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • What are your most positive and negative team experiences? If you think about the differences between these, what can you extrapolate about what makes teams work well? • What are some take-aways on teams from the Google article? 	<p>Class 6: Interim Presentations</p> <p>In this class, you will give your interim presentations.</p> <p>Presentation slides must be submitted electronically through the course website at least one hour before the beginning of class on the day of the presentation.</p> <p>Any additional time will be devoted to advancing your team project.</p>
Week 4	<p>Class 7: How can we set teams up for success?</p> <p>Setting Compelling Direction and Enabling Structure</p> <p>In-class Exercise: Mission Impossible: Tangram</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Edmondson, A. 2012. Teamwork on the Fly. <i>Harvard Business Review</i>. 	<p>Class 8: How can we manage diverse teams?</p> <p>Diversity in groups</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Case: Henry Tam and the MGI Team • Gratton, L. et al. 2007. Bridging Faultlines in Diverse Teams. <i>MIT Sloan Management Review</i>. <p>Preparatory Questions:</p>

	<ul style="list-style-type: none"> • Gratton, L., & Erickson, T. (2007) Eight Ways to Build Collaborative Teams. <i>Harvard Business Review</i>, 85(11), 100-109 • Bock, L. (2021) 5 New Rules for Leading a Hybrid Team. <i>Harvard Business Review Digital Articles</i>. 11/17/2021, p1-6. • Carucci, R. (2021) Rebuilding Relationships Across Teams in a Hybrid Workplace. <i>Harvard Business Review Digital Articles</i>. 11/10/2021, p1-6. <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • When were you on a team with high psychological safety? How did you experience that team? • What changes have you noticed in team dynamics working virtually? 	<ul style="list-style-type: none"> • What is your evaluation of the MGI team's process? What were the root causes of the team's process problems? • What were the strengths of the MGI team? How would you have evaluated the MGI team "on paper," before their first meeting? • Were the differences among the team members a liability or an asset? • What should Henry do now?
Week 5	<p>Class 9: How can we foster creativity in teams? Structure, process and creativity</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Case: IDEO Product Development • Amabile, T. 1997. Motivating Creativity in Organizations: On Doing What You Love and Loving What You Do. <i>California Management Review</i>, 40(1): 39-58. <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • How would you characterize IDEO's process, organization, culture and management? • Decision point: Should IDEO accept the Visor project as is (on a dramatically reduced schedule)? Should they try to persuade Handspring's management to change its aggressive launch schedule? Or should they simply decline the project? 	<p>Class 10: How does organizational Change impact people? Dealing with Change</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Case: 3M Canada: Managing Change, Disruption, and COVID-19 • Kavanaugh, J., & Tarafdar, R. (2021) Break Down Change Management into Small Steps, <i>Harvard Business Review Digital Articles</i>. 5/3/2021, p1-7. • Chima, A., & Gutman, R. (2020). What it takes to lead through an era of exponential change. <i>Harvard Business Review Digital Articles</i>. 10/29/2020, p2-8. <p>Preparatory Questions:</p> <ul style="list-style-type: none"> - What do you think about 3M's restructuring? Was it the right move? What changed overall and what changed about the role of the subsidiaries within 3M? - What is your experience with organizational change?

		<ul style="list-style-type: none"> - What are some examples of resistance to change that you have seen? - How was change handled well? How was change handled poorly in your experience? <p>INTERVIEW REPORTS DUE AT 11:59pm.</p>
MANAGING ORGANIZATIONS		
Week 6	<p>Class 11: Why does culture matter? Organizational culture and its effects</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Barsade, S. and O.A. O'Neill. 2016. Manage your Emotional Culture. Harvard Business Review • Schein, E.H. Organizational Culture. American Psychologist, 45(2):109-119 • Kantor and Streitfeld. 2015. Inside Amazon: Wrestling Big Ideas in a Bruising Workplace. New York Times <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • Think of an organization you were a part of that you characterize as having a “good” culture. What was good about the culture? Did these attributes affect people’s, and the organization’s performance, and if so, how? • How would you describe Amazon’s culture, using just 7 words? 	<p>Class 12: Some current issues in job design Contingent Work and Work-life balance</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Case: Vancouver City Savings Credit Union • Ton, Z. 2012. Why good jobs are good for retailers. Harvard Business Review. • Reid, EM and L. Ramarajan. 2016. Managing the High Intensity Workplace. Harvard Business Review. • Valcour, M. (2020). How to refuel when you’re feeling emotionally drained. Harvard Business Review Digital Articles. 4/30/2020, p2-5.. <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • Where would you begin, if you were designing the work for a new organization? The tasks? The people? The product? • How do you think work-life balance and productivity related to each other? • Do you agree with Phillips? • What should Vrooman do now? Who might be upset if she engages Phillips?
Week 7	<p>Class 13: How can we influence others? Power and influence in organizations</p> <p>Required reading:</p>	<p>Class 14: How does leadership matter? Leadership and its effects for others</p> <p>Required reading:</p>

	<ul style="list-style-type: none"> • Case: Somebody Stop the Radio Star: Jian Ghomeshi at the CBC • Pfeffer, J. 1982. Understanding Power in Organizations. California Management Review. • Lingo, E. & McGinn, K. (2020) A New Prescription for Power. Harvard Business Review. July – August, Vol. 98 Issue 4, p66-75. <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • Who would you describe as especially powerful within your organization, and why? • Are leaders always powerful? Why or why not? 	<ul style="list-style-type: none"> • Case: Gravity Payments: \$70,000 Minimum Salary Company • Bass, B.M. 1990. From Transactional to Transformational Leadership: Learning to Share the Vision. <i>Organizational Dynamics</i>. <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • In what ways is Dan Price's action different or similar to other corporate leaders? • Who does he need to lead (in your opinion) in order to make this work?
Week 8	<p>Class 15: Analytics and Organizations Seeing the trees from the forests!</p> <p>Required reading:</p> <ul style="list-style-type: none"> • Analytics 3.0 (Davenport, 2013) • Talent Analytics (Leonardi & Contractor, 2018) <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • What is the difference between the three types of Analytics? • What do companies need to capitalize on analytics 3.0? <p>What is relational analytics and how can you use it in your organization?</p>	<p>Class 16: How to be Happier at Work? Fostering happiness and balance in the workplace</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Achor, S., & Gielan, M. (2020) What Leading with Optimism Really Looks Like. <i>Harvard Business Review Digital Articles</i>. 6/4/2020, p2-5. • Schwartz, T. (2007), Manage your energy, not your time. <i>Harvard Business Review</i>. Oct2007, Vol. 85 Issue 10, p63-73. • Stoehr, A.. (2015) Happy Employees Lead to Better Organizational Results, <i>Excellence Canada</i> <p>Preparatory Questions:</p> <ul style="list-style-type: none"> • What makes you happy in general? • What makes you happy at work?
Week 9	Class 17: In Class Test	<p>Class 18: TEAM Presentations Report and Presentation due before class. Peer Evaluations Due 11:59pm</p>

ABOUT YOUR INSTRUCTOR

Dr. Adam Stoehr is a business consultant who specializes in the areas of leadership, organizational behaviour, employee happiness, strategy, and organizational excellence. As part of the sessional faculty at the DeGroote School of Business at McMaster University, Dr. Stoehr teaches both undergraduate (B.Com.), and graduate (MBA), level courses in leadership and organizational behaviour.

Dr. Stoehr received his Bachelor of Business Administration from Wilfrid Laurier University. He received a Masters of Business Administration from the Rotman School of Management at the University of Toronto. He received his PhD in Business Strategy from the University of the West of England. His research interests are in strategy formulation, employee happiness, leadership, collaboration and teamwork, organizational excellence, customer experience, and process improvement strategies.

Dr. Stoehr's work experience with Excellence Canada, focuses on consulting with many organizations in both the private and public sector (including Canada Goose, The City of Toronto, Sun Life Financial, TTC, Canada Post, 3M Canada Company, BMW Canada, Bank of Canada, Baxter Corporation, American Express, Canadian Forces Housing Agency, Ricoh Canada Inc., The Regional Municipality of Durham, Delta Hotels, Ceridian Canada, York Region, Calian Technologies Ltd., Manulife, Ministry of Natural Resources and Forestry, the City of Markham, Cargill Value Added Meats) Helping them with strategies related to leadership, planning, people focus, customer focus, and process management.

At McMaster, he constantly tries to find new ways to simplify complex topics so that the ideas can be remembered and applied in the real world right away.