



BUSI2121-R: Introduction to Organizational Behaviour

Fall 2026

*** This course outline is subject to change; please refer to the most up-to-date version on Brightspace**

Instructor	James Waller
Email Address	jameswaller@cunet.carleton.ca
Class Times	Wednesdays from 6:05-8:55 pm
Modality	Online with In person assessments
Office Hours	Tuesdays 1-2 pm at (email me to let me know you are coming; alternate times can be arranged as well)
Office Location	N17010 Desk #4
TA Name/Email	

Pre-Requisites & Preclusions:

Prerequisites: Second-year standing

Preclusions: BUSI 2101, BUSI 3602

Course Description/Instructor's Statement

Carleton Calendar Description

Individual and small group behaviors in organizations and management of the same.

Instructor's Course Description:

This course explores the fascinating world of organizational behaviour—the study of how people think, interact, and perform in the workplace. Whether you plan to work in business, healthcare, hospitality, government, or start your own venture, understanding people is one of the most valuable skills you can develop.

Throughout the course, you'll discover why people behave the way they do at work, what motivates employees, how teams succeed (or struggle), and what makes leaders effective. Through interactive lectures, discussions, real-world case studies, activities, and practical exercises, you'll connect theory to the workplace situations you are likely to encounter throughout your career. Your own experiences and perspectives will also play an important role in bringing these concepts to life.

We'll explore topics including personality, perception, motivation, communication, power, leadership, occupational health and safety, decision-making, and group dynamics. By the end of the course, you'll have a deeper understanding of workplace behaviour and practical tools to help you succeed as an employee, teammate, and future leader.

Course Learning Objectives:

1. Describe key concepts in the field of organizational behaviour
2. Understand practical implications of organizational and psychological principles
3. Communicate perspectives on organizational issues and theories through course assignments, tests, and presentations
4. Apply organizational and psychological principles to suggest solutions for workplace issues
5. Utilize course content to navigate group dynamics and learn how to handle (potential) group conflict through the group project.

Required/Optional Materials & Prices

Essentials of Organizational Behavior

Stephen P. Robbins, Timothy A. Judge

16th edition, Pearson, 2025

ISBN: 9780135353844

E-text cost is \$71.99

Textbook (s) available at the Campus Store in Nideyina or order online for pick up:

<https://carletonshop.ca/Course/term>

Grading Scheme

Case Analysis and Reflection (8*2.5%)	20%
Midterm Exam (In Person)	30%
Group Presentation (Weeks 11 and 12)	20%
Final Exam (In Person)	30%
TOTAL	100%

Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!

Preparation and Participation:

We will be doing mini-lectures and applying concepts in class through exercises, case studies, and other interactive activities. You will need to come prepared to apply the concepts covered in the textbook. This requires you to read the material before class. There will be at most 2 chapters covered in a week; each chapter contains about 20 pages of reading. We will cover the main parts of each chapter at the start of each class.

Course Schedule

Week #	Week of	Topic
1	September 9th	Introduction to Organizational Behaviour and Diversity
2	September 16 th	Personality and Individual Differences (Reflection due before class 2.5%)
3	September 23 rd	Emotions, Attitudes, and Behaviours (Reflection due before class 2.5%)
4	September 30 th	Perception, Attribution, and Decision-Making (Reflection due before class 2.5%)
5	October 7th	Motivation and Performance (Reflection due before class 2.5%)
6	October 14th	Mid-Term (30%) In-Person During Class Time
7	October 21st	Groups, Teams and Communication
Reading Week: No Class		
8	November 4th	Leadership and Power (Reflection due before class 2.5%)
9	November 11th	Conflict, Negotiation and Stress (Reflection due before class 2.5%)
10	November 18th	Culture and Change and Exam Review (Reflection due before class 2.5%)
11	November 25th	Group Consulting Presentations (Group A) (Reflection due before class 2.5%)
12	December 2nd	Group Consulting Presentations (Group B)
	Exam Period (December 12-31)	Final Exam (30%) In-Person During Exam Week Time TBD

***Refer to Academic Calendar for dates University Closed Dates and Holidays**
<https://calendar.carleton.ca/academicyear/>

Strategies for Success: I commit to doing everything I possibly can to create conditions that will promote your success. However, your success ultimately depends on you and the level of effort you

are willing to commit to. I therefore outline a few simple strategies that can help guide you towards success in this course.

- *Complete the assigned readings and videos in advance.* You will be more comfortable during class when you have completed the assigned materials in advance. An important part of the classes will be the dialogue between you, your classmates, and me. Questions will be posed in a friendly, non-confrontational manner. Furthermore, we will use the classroom discussions to help you discover new ways of thinking about the material that you have studied, rather than as a test of whether you can recite the facts.
- *Attend all of the classes.* You will gain the greatest benefit out of this course when you make a commitment to attend all of the classes. I have designed the classes to make your attendance worthwhile. We will discuss concepts, complete exercises, examine cases, and view videos that will demonstrate the real-life importance of various organizational concepts.
- *Write thoughtfully.* You will be happiest with the evaluation of your performance on the assignments and long-answer questions of the exams when your work is clear, concise, creative, logically organized, grammatically correct, and free of spelling mistakes.
- *Keep me informed.* You will benefit from my help the most when you keep me informed about what your needs are. I am enthusiastic about giving feedback and answering questions. Please do not hesitate to come to my office hours to discuss any aspect of the course. In addition, you are responsible for notifying me immediately about any issues or problems that arise. I am here to help you succeed, but can only do that if I am made aware of any challenges or roadblocks impeding your success.

Course Format

The course involves 3 hours of in-class learning designed to supplement assigned readings, videos, and activities you are required to complete in your own time. In-class sessions will be structured so that approximately half our time is spent discussing OB concepts in an immersive lecture format, and the other half is spent on interactive exercises, discussions, and activities designed to immediately engage you with the course material. Classes require your active participation for the best learning experience. It is expected that you will have completed the assigned readings and watched posted videos prior to class, so that you can be actively involved in class exercises and discussions.

Suggested Time Commitment: Each week, you are expected to dedicate 3 hours to in-class lectures and 3-4 hours to readings, assignments, and other course-related activities.

Late Assignments:

Deadlines are strict. Failure to meet deadlines will result in grade penalties of 5% per day. Assignments more than 7 days (1 week) late will be considered missed. Please note that technological problems do not justify late submissions. If you are concerned one of your assignments will be late, please get in touch with me prior to the due date!

Note: the 5% per day does not apply to the group presentations. Those must be done in class on the assigned dates (they can be used for the reports – more on the pros and cons of this in class).

The quality of your writing is an important component of effectively presenting your “ideas”. If you need or would like coaching on your writing skills, help is available to you at the writing tutorial service (WTS) at www.carleton.ca/wts/.

Reflections (20%)

The reflections are meant to have you engage with the content and to apply it to your life and where you work. If you are not employed currently, that is totally ok; think back to an organization that you are familiar with- could be some kind of sports organization, dance, artistic, religious, community, etc. You will be applying **3-5 concepts** that we discussed that week and discussing what these concepts are like at your work or organization. Think about how you can show what the concept looks like at your work, how you feel about it, how it could be improved, and any other thoughts you have about it. These can be 3-5 minute videos or two pages of writing, double-spaced (500-750 words). Some reflections can be done in pairs; if this is the case, this will be described on the assignment in Brightspace. You need to make it clear by underlining the concept or mentioning it clearly in the video what you are talking about. Each reflection will have specific questions under the assignment on Brightspace to help get you started. These are about your own personal experience; applied examples are important to being successful here.

Group Consulting Project (20%)

Groups will choose an episode (from a pre-selected list) of a TV show to watch and analyze. The goal is to apply the skills and knowledge gained throughout this course and make recommendations to improve the conditions depicted in the fictional workplaces. There is a timeline of when everything for the group project is due under the “Group Consulting Project” tab of the course website. Your groups have been randomly selected, and you will have an opportunity to meet with your group members during our first class (please let me know in advance if you will not be making it).

Content: Groups will be required to identify and explain three critical organizational challenges apparent in the episode. Next, groups will propose potential solutions for each challenge, including details of why each solution would be effective.

Format and Length: Groups will have the choice to present in person or create a media presentation. In-person – Groups will give a 15-minute presentation summarizing the key challenges they identified, followed by the proposed solutions and a concluding statement. This will be followed by a 5-minute Q&A period with the panel. Each student should have a speaking role and be prepared to answer questions.

Or

Media – Groups will have the choice to submit a media presentation (max. 15 minutes) in lieu of the in-person presentation. The media presentation should be creative and interactive – a PowerPoint or simple video of text with voice-over will not be accepted. In addition, groups will have to appear in person for a 5- to 10-minute Q&A session.

For either format, visuals are important; please do not show full clips from the show, but photos and examples to support your points are required here. For example, if describing culture, you could use some examples of “artifacts” that help demonstrate the culture.

Due Dates: November 23rd and November 30th. As you will see in the course schedule above, the group presentations will span two weeks of class. Groups need only attend their scheduled presentations. Groups that are presenting on November 23rd (Week 11) are designated as “Group A”. Groups that are presenting on November 30th (Week 12) are “Group B”.

Slides for presentation must be submitted by 11:59 am on the day you present. (November 22nd at 11:59 am for Group A and November 30th at 11:59 am for Group B)

Midterm and Final Exam

The final exam will be held during the formal examination period. The exam will cover what was not covered in the midterm exam. Both the Midterm and the Final Exam will be based on all topics

covered in the course (readings, lectures, in-class discussions). The midterm and the final exam will consist of a mix of essay questions and multiple-choice questions. Be aware that this will require that you know the concepts and be able to provide examples to illustrate your understanding.

Deferred In-Class Tests:

In the event that you are unable to write a midterm, test, or other scheduled assessments due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide appropriate supporting documentation to your professor. Upon review, a deferred test may be offered. Please note that students who do not provide valid documentation or fail to offer a reasonable explanation for missing an assessment will receive a grade of 0% for that test.

Deferred exams are held on Mondays at 7:15 a.m. (or Tuesday at 7:15 a.m. when Monday is a statutory holiday). **In-class tests scheduled on Wednesday, Thursday, or Friday cannot be deferred to the Monday immediately after it, but instead to the Monday of the following week.**

The deferral test will be held on Monday, *November 2nd*, at 7:15am.

Deferred final exams:

If you wish to defer a **Formal Final Exam**, you – the student – must reach out to the registrar's office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, your instructor will be notified for their approval.

Use of Generative Artificial Intelligence

AI use in this course varies by assignment. Some activities will explicitly invite you to use AI tools; others will require work completed independently. Please read each assignment's instructions carefully for permitted and prohibited uses. When AI is used, be transparent about how you used it and apply critical judgment to verify its accuracy and relevance.

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in</i>				X

<i>their communications.</i>				
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recommended Calculator for Examinations

If you are purchasing a calculator, we recommend anyone of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B+ = 77-79 C+ = 67-69 D+ = 57-59

A = 85-89 B = 73-76 C = 63-66 D = 53-56

A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

F = Below 50

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [pregnancy academic accommodation process](#).

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [religious academic accommodation process](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the

national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25 KB\)](#).

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfil the academic requirements of their course(s) in a timely manner. The university supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented. Students may request Academic Consideration for Coursework or Other Academic Deliverable. For further information please review the [Procedure for Academic Consideration](#) and the [FAQ page](#).

Scheduling and Examination Support

Scheduling and Examination Services provides various supports for both in-term and end-of-term tests and exams. Details can be found on the [Exam Support website](#).

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at academicadvising@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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