

BUSI 2101 B
Introduction to Organizational Behaviour
Winter 2015
Course Outline

CLASS TIME:	Plenary: Monday 2:35 pm – 3:55 pm Interactive Class: (depends on section)
CLASSROOM:	Plenary: UC 231 Interactive Class: (depends on section)
Interactive Instructors:	(depends on section)
OFFICE:	1110 DT
OFFICE HOURS:	TBD or by appointment
COURSE WEB PAGE:	CuLearn at https://culearn.carleton.ca
E-MAIL:	Messaging function on CuLearn

COURSE COORDINATORS: Dr. Troy Anderson & Dr. Rob Smart

ADDITIONAL SUPPORT: The Academic Writing Centre at www.carleton.ca/wts/

COURSE PREREQUISITES

There are no prerequisites for this course. Completion of this course precludes additional credit for BUSI 2121, BUSI 2702 and BUSI 3602. The School of Business enforces all prerequisites.

Note: This course is a prerequisite to

1. BUSI 3102 (with a grade of D- or higher)
2. BUSI 3103 (with a grade of D- or higher)
3. BUSI 4609 (with a grade of D- or higher)
4. BUSI 4111 (with a grade of B- or higher)
5. BUSI 4112 (with a grade of C- or higher)
6. BUSI 4602 (with a grade of C- or higher)
7. BUSI 3100 (with a grade of C or higher)
8. BUSI 3105 (with a grade of C or higher)
9. BUSI 3703 (with a grade of C or higher)
10. BUSI 3704 (with a grade of C or higher)
11. BUSI 3104 (with a grade of C or higher)

COURSE DESCRIPTION

Introduction to Organizational Behaviour

Models of individual and small group behaviour in organizations. Topics include motivation, communication, job design, leadership and group dynamics to provide systematic explanations of employee and managerial behaviour in organizations.

This course examines the theory of individual and small group behaviour in organizations. Students are encouraged to think strategically about concepts such as perception, motivation, conflict and negotiation, group dynamics, communication, power, and change in order to develop a better understanding of employee and managerial behaviour. While practical application of the concepts will be emphasized, the content of this course is very often theoretical. This course is concerned with the foundational human behaviour skills needed to be both an effective employee and manager.

TEXT

The following text is required: Osland, J. et al. *Organizational Behavior: An Experiential Approach* (Eighth edition). Upper Saddle River, NJ: Pearson. ISBN 0-13-144151-5. Please note that without the text, you will have difficulty with the exams. Your first impression may be that the course content is “common sense”, but don’t fall into this trap. You will need to know the theories and concepts behind it.

LEARNING OUTCOMES

Following the successful completion of the course, you should be able to:

1. Recognize, define, and discuss the terminology, concepts, basic principles, analytic techniques, and theoretical underpinnings of human behaviour in organizations.
2. Explain how behavioral science research can be applied to specific business situations.
3. Describe how organizations use OB theory in practice and the impact of these strategies at the individual, group and organizational level.
4. Use your understanding of OB to appraise your own behavior in organizational settings.
5. Apply your knowledge in real-life business situations using the appropriate terminology, concepts, basic principles, analytic techniques, and theoretical underpinnings of OB.

CLASS FORMAT

This course meets two times per week. The instructional method requires a high level of student participation.

The first session is a “large format” or “plenary” session including all students registered in BUSI 2101. Each of these sessions will be conducted by a different professor from the Sprott School of Business. It is very important to attend the plenary, as the material covered will not correspond exactly to the text or interactive sessions, and you will be responsible for the material at exam time. Slides, when appropriate, will be posted after the plenaries.

The second session is an “interactive” in which you will meet with a smaller group of your peers. These sessions are led and conducted by Interactive Teachers in the Training & Development program. These instructors are your “go-to” people throughout the term if you have any questions or issues. They are here to help you in any way they can. If you wish to communicate with them through email, you should do so with the messaging function on CULearn.

EVALUATION

1.	Movie/Series Analysis	15%
2.	Midterm Test	20%
3.	Contribution to Interactive Sessions	15%
4.	Personal Reflection Paper	10%
5.	Final Exam	30%
6.	In-class quizzes	10%
Total		100%

1. Movie/Series Analysis

An OB-based Analysis of a Film or TV Series, to be uploaded onto the cuLearn site, is worth 15% of the course grade. Please note that technological problems do not justify late submissions.

You will sign up for your desired film or series during your fourth Interactive Session. Your options will be given to you the third week.

The analysis should be 2,000 words in length. It should be divided into two approximately equal parts, one reflective and the other critical. In the reflective portion, ask yourself: What did I observe in this material and what possible meanings could these observations have? The key task here is to gather as many observations as possible from different points of view. The main skill to work on is perspective taking, or what some people call “re-framing.” Try to look at this experience and describe it from different perspectives. For example, how did certain characters view the situation and what did it mean to them? What would a neutral (“objective”) observer have seen and heard? What perspective did you have – in other words, how did it affect you? Reflect on these observations to discover the personal meaning that the material had for you.

In the second, conceptual portion, use at least two concepts or theories from the course material to look beneath the surface at why people involved behaved the way they did. Provide the source for each reference in the appropriate format. In reviewing theoretical material, first, briefly define the concept or theory as you would for someone who was not familiar with it. Next, apply the concept thoroughly to your example. The tie-in should include the specific details of how the theory relates to and provides insight into the example. Does the example support or refute the theory? Avoid merely providing a “book report” of what you have watched – you should discuss how you see concepts and theories relating to key examples, events, or characters. Do not simply write a synopsis.

Special Notes regarding written assignments

- Deadlines are strict. Failure to meet deadlines will result in grade penalties of 10% per day. Assignments more than 7 days (1 week) late will be considered missed.
- 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/.

2. Personal Reflection Paper

This is written individual assignment worth 10% of your course grade. The paper will be 5 pages or less (typed, double-spaced). Details about the paper will be given in class.

3. Mid-Term Test

The mid-term test will be held in regularly scheduled course time, during the Monday session on X. You must be present to write this test or present a medical certificate to explain your absence. The test will cover all material covered in the text, lectures, in-class discussions and slide presentations, through Week 5. The test will consist of a combination of essay and multiple-choice questions. Be aware that this is NOT a predominantly multiple-choice exam, and will require that you know the concepts and be able to provide examples to illustrate your understanding. This may be the first time you will write this kind of exam, so pay particular attention to the format, and be sure to attend the exam review sessions conducted by your interactive teachers.

4. Contribution to Interactive Sessions

Worth 15% of total course grade. You are expected to attend each interactive session in which you are enrolled. Your enrollment in the session is understood as a commitment that you will not only attend but also contribute to it. You should also use sessions to raise questions you may have about lecture or reading material. This requires that you prepare for each session by reading and preparing assigned materials. Both the quantity and quality of contributions will be noted. High-quality contributions draw explicitly on assigned material and they add to the session experience by considering implications, offering insights and inviting exchange. Overall, try to be more analytical than descriptive, more curious than definitive and more imaginative than traditional in your verbal contributions. Avoid simply saying ‘yes’ or ‘I disagree’ or repeating points already made. Participation and preparation grades will be based on attendance, quizzes, assignments, and participation in class activities (e.g., class discussions/group exercises).

5. Final Exam

The final exam will be held during the formal examination period. The exam will be cumulative and will be based on all topics covered in the course (text, lectures, in-class discussions, presentations, etc.), throughout the entire term. The exam format will be similar to that of the midterm (see above).

6. In-class Quizzes

In each interactive session you will be given two questions related to the Monday lecture to assess your understanding of the material. 1% per week, with low score dropped for a total of 10%.

COURSE WEB PAGE:

The URL for the course web page is <https://culearn.carleton.ca>. You must access the site regularly for updates about the class and upcoming assignments. It may be useful to bookmark the page. Grades for all course work will be posted on the cuLearn Grade Book as soon as available.

COURSE SCHEDULE*

Week / Dates	Topic (Monday Speaker)	Readings/Assignments
Week 1 (Jan 5)	Psychological Contract	Chapter 1
Week 2 (Jan 12)	Individual & Organizational Learning (Linda Schweitzer)	Chapter 3
Week 3 (Jan 19)	Decoding Behavior & Personality (Greg Sears)	Chapter 4
Week 4 (Jan 26)	Individual & Organizational Motivation (Angela Dionisi)	Chapter 5
Week 5 (Feb 2)	Group Dynamics & Work Teams (Rob Smart)	Chapter 10
Week 6 (Feb 9)	Conflict & Negotiation (Lorraine Dyke)	Chapter 13 Personal Reflection Assignment Due
Reading Week Feb 16-Feb 20		
Week 7 (Feb 23)	Midterm Exam	
Week 8 (Mar 2)	Communication; Perception & Attribution (Linda Duxbury)	Chapters 8 & 9
Week 9 (Mar 9)	Ethics (Sefa Hayibor)	Chapter 6
Week 10 (Mar 16)	Power & Influence (Ruth McKay)	Chapter 18
Week 11 (Mar 23)	Organizational Culture (David Cray)	Chapter 16
Week 12 (Mar 30)	Managing Change (Carol-Ann Tetrault-Sirsley)	Chapter 22 Movie/Series Analysis Due

*unforeseen circumstances may necessitate modifications to the schedule.

IMPORTANT ADDITIONAL INFORMATION

FND:

To reduce instances of miscommunication Carleton introduced a grade FND (Failure with No Deferral) to be assigned to students who fail to meet the minimum in-term performance standards explicitly set out in the outline and applied consistently (i.e., there is no other hidden criteria).

Please include something along the following in the course outline (note this is only an example...you can determine your own criteria for satisfactory in-term performance):

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one 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, follower-ship 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.

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 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Etc.

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 Accommodations

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made.

- - The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2014 exam period is November 7, 2014 and for the April 2015 exam period is March 6, 2015.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. 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 <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>