

**BUSI 2101 C**  
**Introduction to Organizational Behaviour**  
**Winter 2013**  
Course Outline

**CLASS TIME:** Plenary: Wednesday 2:35 pm – 3:55 pm

**CLASSROOM** Plenary: Southam Theatre B

**OFFICE:** 1110 DT

**COURSE WEB PAGE:** CuLearn at <https://culearn.carleton.ca>

**E-MAIL:** Messaging function on CuLearn

ADDITIONAL SUPPORT: The Academic Writing Centre at [www.carleton.ca/wts/](http://www.carleton.ca/wts/)

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**COURSE PREREQUISITES**

There are no prerequisites for this course. Completion of this course precludes additional credit for 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
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**

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.

## 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 (Monday mornings) 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/notes will not be posted.

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	20%
2.	Midterm Test	20%
3.	Contribution to Interactive Sessions	15%
4.	Personal Reflection Paper	10%
5.	Final Exam	35%
<b>Total</b>		<b>100%</b>

### 1. Movie/Series Analysis

An OB-based Analysis of a Film or TV Series, to be uploaded onto the cuLearn site, is worth 20% of the course grade. Late assignments will not be accepted unless supported by complete medical documentation or written permission from the Prime Minister. 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/](http://www.carleton.ca/wts/).

## **2. Mid-Term Test**

The mid-term test will be held in regularly scheduled course time, during the Wednesday session on February 26 at 2:30 pm. 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 written answer questions. Be aware that this is NOT a multiple choice exam, and will require that you know the concepts *and* be able to provide examples to illustrate your understanding.

## **3. 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).

## **4. 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.

## **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 will consist of short answer and essay questions.

### **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 ( <i>Wednesday Speaker</i> )	Readings/Assignments
Week 1 (Jan 8)	Psychological Contract ( <i>Troy Anderson</i> )	Chapter 1
Week 2 (Jan 15)	Communication; Perception & Attribution ( <i>Linda Duxbury</i> )	Chapters 8 and 9
Week 3 (Jan 22)	Decoding Behavior & Personality ( <i>Greg Sears</i> )	Chapter 4
Week 4 (Jan 29)	Individual & Organizational Motivation ( <i>Shibu Pal</i> )	Chapter 5
Week 5 (Feb 5)	Individual & Organizational Learning ( <i>Linda Schweitzer</i> )	Chapter 3
Week 6 (Feb 12)	Group Dynamics & WorkTeams ( <i>Rob Smart</i> )	Chapter 10
February 17-February 21 Reading Week		
Week 7 (Feb 26)	<b>Midterm Exam</b>	
Week 8 (Mar 5)	Conflict & Negotiation ( <i>Lorraine Dyke</i> )	Chapter 13
Week 9 (Mar 12)	Decision Making ( <i>Ian Lee</i> )	Chapter 17
Week 10 (Mar 19)	Organizational Culture ( <i>David Cray</i> )	Chapter 16 Personal Reflection Assignment Due
Week 11 (Mar 26)	Power & Influence ( <i>Ruth McKay</i> )	Chapter 18
Week 12 (Apr 2)	Managing Change ( <i>Carol-Ann Tetrault-Sirsley</i> )	Chapter 22 Movie/Series Analysis Due

\*unforeseen circumstances may necessitate modifications to the schedule.

## **IMPORTANT ADDITIONAL INFORMATION**

### **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. If you have a group assignment you may find the resources at: <http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf>

**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.**

### **MEDICAL CERTIFICATE**

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form at: [http://www1.carleton.ca/registrar/ccms/wp-content/ccms-files/med\\_cert1.pdf](http://www1.carleton.ca/registrar/ccms/wp-content/ccms-files/med_cert1.pdf)

### **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me 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.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: <http://www2.carleton.ca/equity/accommodation/>

### **RELIGIOUS OBSERVANCE**

Students requesting academic accommodation on the basis of religious observance 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 academic 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.

### **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 – YOUR RESPONSIBILITY!**

The University Senate defines plagiarism in the regulations on instructional offenses as: "to use and pass off as one's own idea or product work of another without expressly giving credit to another." Borrowing someone else's answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to university policy regarding instructional offences. For more information on Carleton University's Academic Integrity Policy, consult: <http://www1.carleton.ca/studentaffairs/academic-integrity/>

Using, summarizing or copying directly from another person's work, without identifying the name of the original thinker, is considered a form of cheating called "plagiarism". Plagiarism has serious consequences and can result in course / assignment failure and /or academic suspension.

When using, and/or summarizing the ideas and words of another, be it from a web site, a written text, lecture or discussion group, you must identify the source. Should you choose to use the exact words of another, you must acknowledge these words as such by enclosing them within quotation marks. However, be aware that it is not acceptable to copy large chunks from a source, even if you reference it correctly.

Examples of plagiarism and other instructional offences are identified in the Undergraduate Calendar, parts of which read: *Examples of plagiarism include:*

- Submitting a take-home examination, essay, laboratory report, or another assignment, written, in whole or in part, by someone else.
- Using ideas or direct verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgements in academic assignments
- Using another's data or research findings
- Failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.

#### Unauthorized Cooperation or Collaboration

- ..... students shall not cooperate or collaborate in the completion of an academic assignment in whole or in part, when the instructor has indicated that the assignment is to be completed on an individual basis. Failure to follow the instructor's direction regarding which assignments, or parts of assignments, should be completed by the individual alone will be considered violation of the standards of academic integrity.
- Answering with another students' **clicker** is also a violation that can lead to severe sanctions.