



**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 2121 SECTION A
SPRING 2019
INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR**

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Course meets: Tuesdays and Thursdays from 11:35 am - 2:25 pm

Pre-requisites & precluded Courses: second-year standing.

Course Calendar description from the 2018/2019 University calendar:

Individual and small group behaviors in organizations and management of the same.
Precludes additional credit for BUSI 2101, BUSI 2702, BUSI 3602.
Prerequisite(s): second-year standing.

Course Description:

This is an introductory, one-semester course. The main goal of this course is to introduce you to the ideas behind organizational behaviour. Organizational behaviour (OB), as defined by the textbook for this course, is “A field of study that investigates the impact of individuals, groups, and structure on behaviour within organizations; its purpose is to apply such knowledge toward improving an organization’s effectiveness.” You will be encouraged to think strategically about concepts such as perception, personality, values, motivation, leadership, group dynamics, communication, conflict, power, and change to develop a better understanding of employee and managerial behaviour.

While this course emphasizes practical application of concepts, it is very often theoretical. This course is concerned with the foundational human behaviour skills needed to be both an effective employee and a manager.

An important part of this course will be work done in groups. Group work provides you with an opportunity to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills essential for success in organizations. Other benefits of group work as a way of learning include:

- Working toward a shared goal
- Gaining from each other's knowledge, experience, and strengths
- Sharing individual learning with others as it occurs
- Learning course content in a non-lecture format

Learning Objectives:

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

1. Recognize, define, discuss, and analyze the terminology, concepts, basic principles, and theoretical underpinnings of human behaviour in organizations.
2. Explain how behavioral science research applies 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 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.
6. Work in groups effectively and apply other interpersonal skills.

Please note that you are expected to come to class having done the readings and to be prepared to discuss them at length. If an assignment is due, it must be handed in before the class – late assignments will not be accepted. These practices will help ensure that you get the most out of the class and that you can meet the learning outcomes identified above.

Reading(s)/Textbook(s):

Langton, N., Robbins, S. P. & Judge, T. A. (2016). *Organizational Behaviour: Concepts, Controversies, Applications* (Seventh Canadian Edition). Toronto: Pearson Canada Inc. (ISBN 978-0-13-359178-1)

Course Requirements & Methods of Evaluation:

There are two lectures per week. Lecture material is made available to you on CULearn to help both prior study and later consolidation. Each week there will be group exercises, including the “preferred classroom” exercise in the first lecture. Each group will consist of a maximum of seven students assigned at random. Groups will learn from a variety of experiences including group discussions, case studies, problem-solving, presentations, internet searches, and role play. You will be asked to evaluate your performance and that of your peers using templates posted on CULearn. Your grades on the group work will be

based in part on peer evaluations. Guidance to assist you with group work is available at <https://carleton.ca/cuol/group-work/>.

These varied learning experiences will help you acquire skills in group work, and oral presentation and discussion, as specified in the objectives. The lectures, in combination with background reading and completion of class assignments, will help you attain the learning objectives for the course.

Communicating with Instructor and CULearn

In this class, you will be using CULearn to communicate with me and to submit assignments. The URL for the course web page is <https://culearn.carleton.ca>. You are responsible for ensuring that you have a Carleton computer/email account and for checking this account on a regular basis. I will be using CULearn to post announcements, reminders, course materials, and grades as well as to email about anything related to class. Please use the “mail” function in CULearn to send me any messages. This will help to ensure that you have a record of any sent message in case it does not reach me.

Methods of Evaluation

Assignments

Three (3) Executive Summaries, (10 % each)	30%
Three (3) Case Outlines (including group work assessment)	10%
Mid-term Exam	20%
Final Exam	30%
Class Participation (attendance 5%, participation 5%)	10%

Evaluation Details

Providing feedback to students on academic work, completed or in progress, is an integral part of teaching and learning in that it allows students to measure their understanding of the material, the success of their learning strategies, and their progress on learning objectives. Accordingly, you are strongly encouraged to submit your first Executive Summary on or before Thursday, May 21st, electronically as well as in hard copy format, to enable me to give you feedback on or before May 23rd. This gives you a sense of how the course will proceed for the balance of the term before the last day for withdrawing from the course with a full fee adjustment (which is May 24th).

Assignments:

Executive Summaries (3) (30%): You will work with fellow students in small groups for a portion of each class (except classes 1, 6, and 13). Groups will explore a business case using their combined learning and experience. Groups will be assigned at random before each class. You will be expected to write an Executive Summary of three of the business cases you explore in class. The Executive Summary and supporting facts must be clear, concise and no longer than 2 pages in length. Each Executive Summary is worth 10% of your total marks.

Case Outlines (3) (10%): Before submitting an Executive Summary of a business case, you will submit a Case Outline using the template posted on CULearn. The Case Outline consists of two parts. The first part sets out the main thrusts of your thinking on the business case. It is intended as a high level draft of your Executive Summary. The second part of the Case Outline consists of an assessment of your own and your group's discussion of the business case. It is intended primarily to allow you to observe changes in group behaviour from one assignment to the next. The quality of your three Case Outlines will account for 10% of your total marks.

Mid-term (20%): The mid-term test will be held in the regularly scheduled course time. The test will cover all material covered in the text, lectures, in-class discussions and slide presentations, up to and including the class before the test. The test will consist of two essay questions worth 20% of your total marks.

Final Exam (30%): The final exam will be held during the scheduled exam period for the Spring/Summer term. The exam will be based on all the topics covered in the course (text, lectures, assignments, in-class discussions, presentations, etc.), throughout the entire term. The exam will consist of three essay questions. You must write the final exam to pass the course.

Class Participation (10%): You are expected to come prepared to engage fully in each class. The participation mark, worth 5% of your total marks, is based on your contribution to your assigned teams and the class as a whole (during plenary discussions). Your mark will reflect in-class engagement as well as the assessment of group work in relevant Case Outlines. Evidence of your engagement might include asking insightful questions and sharing thought-provoking observations and peak learning experiences during class.

Attendance will be taken in each class. On occasion I will confirm attendance by calling upon a student(s) during class. Your perfect attendance will earn you 5% of your total marks (reduced by 1% for each class I confirm that you missed).

Satisfactory In-term Performance

The requirement for satisfactory in-term performance in this course is set at 50% of all pre-final term work (i.e. Executive Summaries, Case Outlines, Midterm, and Class Participation).

Deferred Final or Missed Mid-term Examination and Deferred Term work

1. If a student is unable to write the final exam during the regularly scheduled examination period (i.e. the "regular exam") for reasons beyond their control, he or she may apply for a deferred examination in accordance with the University Regulations in [Section 2.4, 2.5 and 2.5.1 of the Undergraduate Calendar](#). Please note, if there is a need for a deferred exam, the deferred exam will cover the same material but be different from the regular exam. Questions can be directed to the Registrar's Office at registrar@carleton.ca.

2. Any student who misses a formative evaluation (e.g. mid-term exam, test, quiz) for a legitimate reason (e.g. a medical or family emergency) will be provided with an equivalently weighted but different formative evaluation for completion within the session, in accordance with University Regulations in [Section 2.6 of the Undergraduate Calendar](#).
3. A student unable to meet a term work deadline for reasons beyond their control, must inform the instructor immediately and make alternate arrangements within three days, in accordance with University Regulations in [Section 2.6 of the Undergraduate Calendar](#).

Course Schedule

Class	Date	Topic/Theme	Readings	Due
1	Tues May 7	Introduction	What is OB? – Ch. 01	
2	Thurs May 9	Perception, Cognition, Personality	Perception, Personality, Emotions – Ch. 02 Values & Attitudes – Ch. 03	
3	Tues May 14	Motivation	Theories of Motivation – Ch. 04 Motivation in Action – Ch. 05	
4	Thurs May 16	Groups and Teamwork	Groups and Teamwork – Ch. 06 Diversity – Ch. 03	1st Case Outline on “Motivation.”
5	Tues May 21	Communication, Power and Politics	Communication – Ch. 7 Power and Politics – Ch. 8	1st Executive Summary (and returned before the May 24th deadline for withdrawal from the course).
6	Thurs May 23		Mid-term	
7	Tues May 28	Conflict and Negotiation	Conflict and Negotiation – Ch. 09	
8	Thurs May 30	Organizational Culture	Organizational Culture – Ch. 10	2 nd Case Outline on “Conflict and Negotiation.”
9	Tues June 4	Leadership	Leadership – Ch. 11	2 nd Executive Summary.

10	Thurs June 6	Decision Making, Creativity, Ethics	Decision Making, Creativity, Ethics – Ch. 12	
11	Tues June 11	Organizational Structure	Organizational Structure – Ch. 13	
12	Thurs June 13	Organizational Change	Organizational Change – Ch. 14	3 rd Case Outline on “Decision Making, Creativity, Ethics.”
13	Tues June 18	Review	All Chapters Covered	3 rd Executive Summary.
	June 21-27, 2018		Final Exam	

Note: While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.

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).

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			

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

You may need special arrangements to meet your academic obligations during the term.

For an accommodation request, the processes are as follows:

Pregnancy 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, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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. carleton.ca/pmc

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 is

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: carleton.ca/sexual-violence-support

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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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; 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

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 hard 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 <http://carleton.ca/ccs/students/>

Important Dates

May 6, 2019

Early summer and **full** summer courses begin.

May 13, 2019

Last day for registration and course changes (including auditing) for **early** summer courses.

May 20, 2019

Statutory holiday. University closed.

May 24, 2019

Last day for a full fee adjustment when withdrawing from **early** summer and **full** summer courses (financial withdrawal). Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

May 31, 2019

Last day to request Formal Examination Accommodation Forms for **early** summer examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfill accommodation requests received after the specified deadlines.

June 18, 2019

Last day of **early** summer classes.

Last day for academic withdrawal from **early** summer courses.

Last day for handing in term assignments, subject to any earlier course deadline.

June 19-20, 2019

No classes or examinations take place.

June 21-27, 2019

Early summer final examinations and mid-term examinations in **full** summer courses may be held. Examinations are normally held all seven days of the week.

July 19-21, 2019

Early summer term deferred final examinations to be held.