

**Carleton University**  
**Sprott School of Business**  
**Introduction to Organizational Behaviour (BUSI 2121B)**  
**Winter 2020**

**Instructor:** Dr. Angela Dionisi  
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**Office:** 1705 DT  
**Office Hours:** Thursdays 1:00pm-3:00pm (or by appointment)  
**Phone Number:** (613) 520-2600 (ext. 3134)

**TAs:** **TBD**

**Course meets:** Thursdays 8:35am-11:25am (January 6<sup>th</sup>, 2020 - April 7<sup>th</sup>, 2020)

**Pre-requisites:** Second-year standing

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*Undergraduate calendar description:* “Individual and small group behaviours in organizations and management of the same.”

### **COURSE DESCRIPTION AND OBJECTIVES**

As organizations are such an integral part of our existence -- be they health organizations that keep us well, educational organizations that shape our knowledge, spiritual organizations that foster and support our faiths, or business organizations wherein we work -- we often assume that we understand these social structures and those within them. However, far too often that assumption is erroneous. Organizations and people are complex entities that are not only difficult to understand, but also difficult to manage. *Introduction to Organizational Behaviour* (BUSI 2121B) presents the opportunity to develop your understanding of the various challenges faced by organizations when it comes to managing, leading, and motivating people. We will also explore the individual, relational, and contextual factors that affect the experiences, well-being, and performance of employees, ultimately impacting organizational effectiveness. Emphasis will also be placed on practical applications of the course material and the importance of evidence-based management.

The specific learning objectives for this course are:

- Increase your conceptual understanding of the behaviour of individuals and groups in organizations
- Develop your appreciation of management and leadership roles / responsibilities related to three levels of analysis: individuals, groups, and organizations
- Cultivate your ability to extract key lessons and apply course concepts to a variety of organizational issues and contexts
- Discover important insights into yourself as an employee and develop a self-awareness regarding your own strengths and opportunities for personal growth
- Improve skills in problem identification and analysis; developing alternatives and implementing solutions

This course uses an experiential, action learning approach. In particular, the course uses a combination of lectures, case studies, film, experiential exercises, peer feedback, and team projects to enhance your learning and development. The role of the instructor in this course is not simply to provide the answer, but rather to create an environment where you can individually and collectively explore, examine, and experiment with your own ideas. As such, much emphasis will be placed on active participation in class.

### **COURSE DELIVERABLES & EVALUATION**

Your overall course grade is a function of individual and group-based work. This method of evaluation simulates performance evaluation and feedback systems in “real world” organizations. Your course grade is based on the following components:

<b>Component</b>	<b>Due Date</b>	<b>Grade Value</b>
Class Engagement	Cumulative	15%
Midterm Exam	February 13 <sup>th</sup> (in class)	30%
Group Case Analysis	April 7 <sup>th</sup> (by 11:55pm)	25%
Final Exam	Final Exam Period (TBD)	30%

In accordance with the Carleton University Undergraduate Calendar (p 34), 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

## I. Class Engagement (15%)

To ensure a high quality learning experience for you and others, *it is critical* that you approach this course with a high level of openness and engagement, and commit to being an active and contributing member of this class. As classroom time will be devoted to extensions, connections, and discussions of prepared materials, please come ready to actively participate having read all of the assigned readings for that week. The success of this class largely depends on the contribution of its members - let's all do what we can to make this an enjoyable and engaging experience.

To encourage you to immerse yourself in course material on an ongoing basis, fifteen percent of your grade for the term will be allocated to class engagement. This course deliverable will consist of 2 parts.

*Please note:* Class sessions will often be experiential in nature, involving real-time exercises, debates, role-plays, and cases. To facilitate your development, you will be asked to meaningfully contribute during each of these assignments. While class engagement taking this form will not be graded, **participation in these exercises is mandatory.**

### A) "In the Headlines"

The purpose of this assessment is to get you thinking about the application of course material to the real world. This assignment will require you to create two reports, each one on a separate event, story, or issue that is currently taking place in the news. Your job is to find a story / event that applies to the course material being covered during a particular class, describe the story / event in writing, and then discuss how material we will be talking about in the upcoming lecture (based on what you've reviewed in the assigned readings for that week) applies to the story / event of concern.

You must submit your reports via cuLearn BEFORE the beginning of the lecture that will cover the topic you discuss (i.e. if you find a story dealing with a situation involving workplace motivation, you must submit your report before the beginning of class 4).

More details about the specific requirements for these submissions will be provided in class.

### B) Live Simulation Debrief Questions

During our 9<sup>th</sup> class you will be partaking in a live simulation experience designed to introduce you to some of the many challenges and benefits associated with working in teams. As part of the debriefing process of this exercise, you will be required to assess your experience in the form of a brief (i.e. approx. 1-2 pages) written report. While more details will be shared with you about the specifics of this assessment in the upcoming weeks, you should note that your submission will be due after the in-class simulation in week 9 (i.e. after March 5<sup>th</sup>) and before week 10 (i.e. before March 12<sup>th</sup>).

IMPORTANTLY,

### **Unprofessionalism deduction (-4%)**

Attendance, preparation, and active participation in the *Live Simulation* **is expected**. If you are absent without making acceptable alternate arrangements (the details of which will be outlined in class and on cuLearn), **I reserve the right to reduce your overall course grade by 4%**.

## **II. Midterm Exam (30%)**

Your midterm exam will be based on all material (chapters, lectures / slides, articles) covered from class 1 through class 5. This test may include multiple choice questions, short answer questions, or a combination of both. You are responsible for all assigned readings (including the supplementary articles) *and* lecture material. No aides will be permitted for this midterm.

## **III. Group Case Analysis (25%)**

This assignment requires that you, along with a team of your peers, adopt the role of consultants who have been charged with providing assistance to a struggling organization. You will be responsible for analyzing an assigned case and developing recommendations to improve the issues you've identified. You will present your assessment in the form of a written report.

The purpose of this assignment is twofold. First, working with others is a wonderful way to develop and enhance your interpersonal, communication, problem-solving and consensus-building skills, as well as to practice what you are learning about individual, leadership and group-based behaviour. As such, the format of this assignment will provide you with a valuable opportunity to improve your skills in many of the areas that we are studying.

Second, this assignment will encourage you to explore how various course concepts apply to a detailed organizational scenario that presents many problems and challenges. Thus, you will have the opportunity to try your hand at content-informed problem-solving, showcasing your ability to apply, synthesize and critically reflect upon material from various aspects of our course.

The case groups will be assigned during the first half of the semester, and the detailed group case assignment will be distributed during the second half of our course. We will be discussing how to approach this team project and how to complete a business case study analysis, during one of our lectures.

#### A note on free riding

Free riding sometimes occurs in group work, when one or more members of a group fail to contribute. Symptoms of free riding include (but are not limited to) ignoring group emails, absences from group meetings, and no conceptual contribution to group work and discussions. This is unfortunate, particularly since the espoused culture of the Queen's School of Business is to encourage teamwork and develop your teamwork skills.

Here are some things you should know about my treatment of the free rider problem.

1. I am prepared to help if your group runs into a problem with free riding.
2. I am comfortable with giving free riders a zero on the Group Paper.
3. If you run into a problem the free rider should be informed as clearly, as early, and as often as possible, that your group is dissatisfied with his/her contributions.
4. Make sure that your group's free rider problem is documented by e-mails (with cc. to me on each of your e-mails to the free rider).
5. In the end, if there is clear evidence of no contribution (see 3 and 4 above), leave the person's name off the title page of the Group Paper.
6. I will inform the free rider that s/he will receive a zero on the assignment.

#### **IV. Final Exam (30%)**

Your final exam will be based on all material (chapters, lectures / slides, articles) covered from class 8 through class 13. This exam may include multiple choice questions, short answer questions, or a combination of both. You are responsible for all assigned readings (including the supplementary articles) *and* lecture material. No aides will be permitted for this final exam.

#### **COURSE MATERIALS**

You are expected to complete all readings by the start of class for which they are assigned.

##### Textbook:

Johns, G., & Saks, A.M. (2017). *Organizational Behaviour: Understanding and Managing Life at Work*, 11th Edition. Toronto: Pearson Prentice Hall. ISBN-13: 9780134301150

Available at the Campus Bookstore, Haven Bookstore and on reserve in MacOdrum Library.

##### BUSI 2121 Case Package:

Materials will be available on ARES

##### Additional Readings:

Articles will be available on cuLearn.

## **COURSE EXPECTATIONS - FOR STUDENTS:**

### ***Academic Integrity***

Violations of academic integrity are a serious academic offence. Violations of academic integrity – for example 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 that is available, along with resources for compliance at: <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>. With the exception of the group case assignment, the work submitted for evaluation in this class is individual in nature and should be the result of your individual effort. Where you use outside sources, they must be properly cited/referenced. If you are unsure about sourcing etc. please speak to me.

### ***Class Preparation***

I expect you to be prepared for classes by having completed and considered the assigned readings for that day. I will ask students to participate in class discussion on a voluntary basis, although **students will be required to participate in class activities. Failure to do so will result in students being asked to leave the class.** I emphasize the importance of engaging with the material in class, to your learning and success in this course. I also stress the importance of staying up to date with our cuLearn website. Announcements, assignment feedback, class notes and so on, will all be posted there.

### ***Classroom Citizenship***

I expect you to be respectful of your colleagues and myself. This includes arriving on time, not leaving during the class, or otherwise disrupting the class, and being an active member of the learning environment. Classroom citizenship behaviours include listening without interrupting, and speaking/responding to one another and myself with respect. This does not mean always agreeing; I expect there will be disagreement /debates in the class – but be nice! There is a zero tolerance policy for discriminatory comments or behaviour.

### ***Adherence to Deadlines***

You are expected to submit all of your assignments on time. Please note that due to the nature of the assignments in this class, **late work will not be accepted.** The only valid excuse for missing the midterm is for significant medical reasons or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc...) will not be considered. If you miss the midterm for a reason that is not deemed as legitimate, your midterm mark will be zero.

### ***Use of Technology***

Students are permitted to bring their laptops to follow along with the class slides and to take notes if they would like. However, using laptops for non-class related activities (i.e. *Facebook, Twitter, email, games etc.*) is not permitted. This is disruptive to others in the class, including me. **If I determine that laptops / technology are being abused or causing disruption to others, I will not allow their use in class anymore.** There may be times when laptops will have to be closed in class for specific exercises. Cell phones are not permitted in this class.

## **COURSE EXPECTATIONS – FOR THE PROFESSOR:**

### ***Class Preparation***

I will be prepared for each class. This includes my lecture and slides to guide us through our discussion. I will post a version of the slides to cuLearn one day before the class. For teaching purposes your version may be slightly different than the set used in class.

### ***Teaching Style***

My style is a combination of lecture, class discussion, demonstrations and experiential exercises, case studies, and media use. I will typically not reiterate what is in the textbook, though I'll often emphasize important themes. It is for this reason that it is important to *do your readings and come to class*. Also, reading the material before class will allow you to bring any questions or concerns you have regarding the material to lecture. Of note: there may be times when I don't know the answer to a question or comment – I will get back to you in class or by using the class website as soon as I can.

### ***Outside the Classroom***

I will be available to meet in person during my office hours or at another mutually convenient time by appointment. Simply send me an email and we can work out a time that suits us both. Drop-ins are not always an effective use of your time if I am seeing large numbers of students (which tends to happen around assignment / test times), but please feel free to stop by if you wish. I enjoy meeting with those in my classes, so please do not hesitate to set up a meeting! Please note: I can only respond to emails that are sent from your Carleton.ca email accounts. Please title your email "BUSI 2121B" so I can filter quickly to your message, and be sure you include your full name and/or student number in the text of email. 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/>

### ***Grades***

I will return your work as soon as possible. If you have concerns about a mark may contact me to discuss it starting the ***DAY AFTER*** your assignment is returned. **Please outline your specific concern in writing so that I may review it prior to our meeting. This submission must be made within ONE (1) week of receiving your grade.** Unless there is an addition error, I rarely change marks once assignments have been returned, although I always encourage students to ask questions and seek clarification if desired. Please note that any granted request to re-grade an assignment / exam will **result in the entire piece of work being re-graded. Therefore, your grade may increase OR decrease as a result of the second grading. If no written request is provided within one week after it is returned, the grade is considered to be final and will be no longer open for re-grading. I will not accept personal lobbying efforts on behalf of grades unless the aforementioned procedure is followed.**

## TENTATIVE COURSE SCHEDULE

Week 1: January 9th	Introduction / Expectations  What is Organizational Behaviour?	<ul style="list-style-type: none"> <li>• text chapter 1</li> <li>• Pfeffer &amp; Sutton (2006). Evidence Based Management. <i>Harvard Business Review</i></li> </ul>
Week 2: January 16th	Personality in the Workplace  Perceptions & Attributions: Process	<ul style="list-style-type: none"> <li>• text chapter 2 (pp. 44-54)</li> <li>• Gladwell (2004). Personality Plus. <i>The New Yorker</i></li> <li>• text chapter 3 (pp. 82-94; 105-114)</li> </ul>
Week 3: January 23rd	Perceptions & Attributions: Diversity & Discrimination  Workplace Attitudes & Behaviour (Case Teaching)	<ul style="list-style-type: none"> <li>• text chapter 3 (pp. 94-105)</li> <li>• Banaji &amp; Greenwald (2013). Homo Categoricalis. <i>Blindspot</i></li> <li>• text chapter 4</li> <li>• Treadway Tire Company (<i>ARES</i>)</li> </ul>
Week 4: January 30th	Workplace Motivation: Theory & Practice	<ul style="list-style-type: none"> <li>• text chapters 5 &amp; 6</li> </ul>
Week 5: February 6th	Leadership: Foundations & Contemporary Approaches	<ul style="list-style-type: none"> <li>• text chapter 9</li> </ul>
Week 6: February 13th	<b>MIDTERM (In-Class)</b>	
Week 7: February 20th	Reading Week ☺ No class	
Week 8: February 27th	Workplace Well-Being & Stress  <b>**Guest Lecturer; In-Class Demonstration**</b>	<ul style="list-style-type: none"> <li>• text chapter 13 (pg. 474-491)</li> <li>• text chapter 6 (pg. 224-228)</li> </ul>
Week 9: March 5th	Groups and Teams: Part 1  <b>**In-class simulation**</b>	<ul style="list-style-type: none"> <li>• text chapter 7</li> </ul>
Week 10: March 12th	Groups and Teams: Part 2  Decision-Making	<ul style="list-style-type: none"> <li>• Lehrer (2012). Groupthink. <i>The New Yorker</i></li> <li>• text chapter 11</li> </ul>



Week 11: March 19th	Conflict and Negotiations  <b>**In-class Negotiation**</b>	<ul style="list-style-type: none"> <li>• text chapter 13 (pg 462-474)</li> <li>• Malhotra &amp; Bazerman (2007). Investigative Negotiation. <i>Harvard Business Review</i></li> </ul>
Week 12: March 26th	The Dark Side of OB: Workplace Aggression, Sexual Harassment and Unethical Behaviour	<ul style="list-style-type: none"> <li>• text chapter 12 (pg. 447-457)</li> <li>• Barling, Dupre &amp; Kelloway (2009). Predicting Workplace Aggression / Violence. <i>Annual Review of Psychology</i></li> </ul>
Week 13: April 2nd	Organizational Environment, Strategy and Structure & Change  Organizational Culture & Socialization	<ul style="list-style-type: none"> <li>• text chapter 14 and 15</li> <li>• text chapter 8</li> </ul>

### ADDITIONAL INFORMATION

- **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/>
- **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](http://carleton.ca/ccs/students)
- **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.

- **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](https://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](https://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](mailto: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](https://carleton.ca/pmc)

The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2020 exam period is March 13<sup>th</sup>, 2020.

**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](https://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](https://students.carleton.ca/course-outline)

- **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're 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. Advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed. For more information please visit <http://sprott.carleton.ca/students/undergraduate/learning-support/>

You can also visit the following websites for more helpful information / assistance:

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

Writing Tutorial Services: [www.carleton.ca/sasc/writing-tutorial-service/](http://www.carleton.ca/sasc/writing-tutorial-service/)

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

- **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](http://carleton.ca/csas).