



Carleton University

Sprott School of Business

Introduction to Organizational Behaviour (BUSI 2121B)

Winter 2018

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Office Hours: Tuesdays 1:00pm-3:00pm (or by appointment)
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TAs: **TBD**

Course meets: Fridays 11:35am-2:25pm (January 8th, 2018 - April 11th, 2018)
Classroom: Azrieli Theatre 101
Pre-requisites: Second-year standing

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 impact 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:

Component	Due Date	Grade Value
Class Engagement	Cumulative	15%
Midterm Exam	February 16 th (in class)	25%
Group Case Analysis	April 11 th (by 11:55pm)	25%
Final Exam	Final Exam Period (TBD)	35%

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			

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. What can we learn about the selected scenario from our course material? These incidents can be taken from newspapers or magazine articles, television or radio broadcasts (as long as they are real life events).

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 8th 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 8 (i.e. after March 2nd) and before week 9 (i.e. before March 9th).

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 (25%)

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 (35%)

Your final exam will be based on all material (chapters, lectures / slides, articles) covered from class 8 through class 14. 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*, 10th Edition. Toronto: Pearson Prentice Hall.

ISBN-13: 9780134302799

OR

Johns, G., & Saks, A.M. (2017). *Organizational Behaviour: Understanding and Managing Life at Work*, 10th Edition. Toronto: Pearson Prentice Hall. ****LOOSE LEAF VERSION**

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 / collaboration 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. 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. 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.

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**. This includes your Group Case Analysis -- the deadline of which is also final given the University mandated policy for the submission of term coursework (i.e. all course work must be submitted by April 11th).

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 are being abused or causing disruption to others, I will not allow them be used in class anymore.** There may be times when laptops will have to be closed in class for specific exercises. Cell phones are no 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 a concern about a mark you've received you 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 12th	Introduction / Expectations What is Organizational Behaviour?	<ul style="list-style-type: none"> • text chapter 1 • Pfeffer & Sutton (2006). Evidence Based Management. <i>Harvard Business Review</i>
Week 2: January 19th	Personality in the Workplace Perceptions & Attributions: Process	<ul style="list-style-type: none"> • text chapter 2 (pp. 44-54) • Gladwell (2004). Personality Plus. <i>The New Yorker</i> • text chapter 3 (pp. 82-94; 105-114)
Week 3: January 26th	Perceptions & Attributions: Diversity & Discrimination Workplace Attitudes & Behaviour (Case Teaching)	<ul style="list-style-type: none"> • text chapter 3 (pp. 94-105) • Banaji & Greenwald (2013). Homo Categoricalis. <i>Blindspot</i> • text chapter 4 • Treadway Tire Company (<i>ARES</i>)
Week 4: February 2nd	Workplace Motivation: Theory & Practice	<ul style="list-style-type: none"> • text chapters 5 & 6
Week 5: February 9th	Leadership: Foundations & Contemporary Approaches	<ul style="list-style-type: none"> • text chapter 9
Week 6: February 16th	MIDTERM (In-Class)	
Week 7: February 23rd	Reading Week ☺ No class	
Week 8: March 2nd	Groups and Teams: Part 1 **In-class simulation**	<ul style="list-style-type: none"> • text chapter 7
Week 9: March 9th	Groups and Teams: Part 2 Decision-Making	<ul style="list-style-type: none"> • Lehrer (2012). Groupthink. <i>The New Yorker</i> • text chapter 11
Week 10: March 16th	Workplace Well-Being & Stress **Guest Lecturer; In-Class Demonstration**	<ul style="list-style-type: none"> • text chapter 13 (pg. 474-491) • TBD

Week 11: March 23rd	Conflict and Negotiations **In-class Negotiation**	<ul style="list-style-type: none"> • text chapter 13 (pg 462-474) • Malhotra & Bazerman (2007). Investigative Negotiation. <i>Harvard Business Review</i>
Week 12: March 30th UNIVERSITY CLOSED	*No Class - INDEPENDENT STUDY Organizational Environment, Strategy and Structure Organizational Change, Development and Innovation	<ul style="list-style-type: none"> • text chapter 14 • text chapter 15
Week 13: April 6th	The Dark Side of OB: Workplace Aggression, Sexual Harassment and Unethical Behaviour	<ul style="list-style-type: none"> • text chapter 12 (pg. 447-457) • Barling, Dupre & Kelloway (2009). Predicting Workplace Aggression / Violence. <i>Annual Review of Psychology</i> • TBD
Week 14: April 11th (Wednesday!)	Organizational Culture & Socialization Group Case Analysis Due (by 11:55pm)	<ul style="list-style-type: none"> • text chapter 8 (pg. 292-303)

IMPORTANT INFORMATION

- **Academic Regulations of the University:** University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website:
<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**
- **Course Sharing Websites**
Please note that student or professor 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).**

- **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, please meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2018 exam period is March 9, 2018.

- **Academic Accommodations 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.

- **Academic Accommodations 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.

- **Assistance for Students**

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

Writing Tutorial Services: www.carleton.ca/sasc/writing-tutorial-service/

Peer Assisted Study Sessions (PASS): 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.

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