



Carleton
University

Sprett
School of Business

Introduction to Organizational Behaviour

BUSI2121A
FALL 2024

Instructor:	Shani Pupco
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Office Hours:	Tuesday from 2-3pm, Wednesday from 11am-12pm, or by appointment (email to set up a time)
Modality:	In-person
Class Times:	Tuesday, 6-9pm

Pre-requisites: Second year standing

Precludes: BUSI 2101, BUSI 2702, BUSI 3602

Course Calendar Description

Individual and small group behaviors in organizations and management of the same.

Course Description:

This course examines current theory and issues in understanding and managing organizational behavior: the study of human behavior in organizational settings. The purpose of this course is to provide a coherent account of the causes and consequences of organizational behaviour and build skills necessary to understand and navigate the modern workplace. Lectures, discussions, cases, and exercises will be used to broaden students' understanding of working environments. Whenever possible, students' own experiences will be drawn upon as a basis for understanding the concepts discussed. We will focus on topics such as personality, perception, motivation, communication, power, leadership, occupational health and safety, decision-making, and group dynamics.

Learning Outcomes:

1. **Describe** key concepts in the field of organizational behaviour
2. **Understand** practical implications of organizational and psychological principles
3. **Communicate** perspectives on organizational issues and theories through course assignments, tests, and presentations
4. **Apply** organizational and psychological principles to suggest solutions for workplace issues

Reading(s)/Textbook(s)/Required Materials

There is no textbook for this course! Assigned readings (either PDFs, links, or instructions on how to acquire the readings) will be posted on the course website under their corresponding week. For the group project, a subscription to Netflix may be required. If you don't already have one, you can usually do a one-month free trial first.

Strategies for Success

I commit to do everything I possibly can to create conditions that will promote your success. However, your success ultimately depends on you and the level of effort you are willing to commit to. I therefore outline a few simple strategies that can help guide you towards success in this course.

- **Complete the assigned readings and videos in advance.** You will be more comfortable during class when you have completed the assigned materials in advance. An important part of the classes will be the dialogue between you, your classmates, and me. Questions will be posed in a friendly, non-confrontational manner. Furthermore, we will use the classroom discussions to help you discover new ways of thinking about the material that you have studied, rather than as a test of whether you can recite the facts.
- **Attend all of the classes.** You will gain the greatest benefit out of this course when you make a commitment to attend all of the classes. I have designed the classes to make your attendance worthwhile. We will discuss concepts, complete exercises, examine cases, and view videos that will demonstrate the real-life importance of various organizational concepts.
- **Write thoughtfully.** You will be happiest with the evaluation of your performance on the assignments and long-answer questions of the exams when your work is clear, concise, creative, logically organized, grammatically correct, and free of spelling mistakes.
- **Keep me informed.** You will benefit from my help the most when you keep me informed about what your needs are. I am enthusiastic about giving feedback and answering questions. Please do not hesitate to come to my office hours to discuss any aspect of the course. In addition, you are responsible for notifying me immediately about any issues or problems that arise. I am here to help you succeed, but can only do that if I am made aware of any challenges or roadblocks impeding your success.

Course Format

The course involves 3 hours of in-class learning designed to supplement assigned readings, videos, and activities you are required to complete in your own time. In-class sessions will be broken up such that approximately half our time is spent discussing OB concepts in an immersive lecture format, and the other half is spent on interactive exercises, discussions, and activities designed to immediately engage you with course material. Classes require your active participation for the best learning experience. It is expected that you will have completed the assigned readings and watched posted videos prior to class, so that you can be actively involved in class exercises and discussions.

- **Suggested Time Commitment:** Each week, you are expected to dedicate 3-hours to in-class lectures and 3-6 hours to readings, assignments, and other course-related activities.

Methods of Evaluation / Grading Scheme / Course Completion Requirements

Quizzes	25%
Reflection assignment	15%
Group consulting project	35%
Final exam	25%
Total:	100%

Details of Evaluations

Below is an overview of each deliverable, but please note further details for each will be provided as the semester progresses.

Quiz Check-Ins (5% per Quiz, 25% total)

Each Quiz will be made available on the course website after each week's corresponding class, and you will have until the Friday of the same week to complete it. The quizzes will occur every two weeks, for a total of 5 quizzes throughout the semester. The material of the quiz will correspond to the material covered that same week, as well as the material covered the week before (i.e., Week 2 Quiz will cover material from class and readings of Weeks 1 and 2). Each quiz will be worth 5% of your final grade. This is designed to give both you and me an opportunity to check-in, and for you to self-evaluate your grasp of the fundamental OB concepts. Quiz content will not overlap.

Reflection Assignment (15%)

Students are responsible for synthesizing knowledge from weeks 1 to 6 in the form of a thought item. Identify any concept(s) we learned about, apply these to an example from your own life or from popular culture, and provide an extension of these principles. This assignment is an opportunity to demonstrate an understanding of basic OB knowledge and to further encourage critical analysis and extension of course topics. The reflection assignment will be due at the end of week 7, on Friday, November 1, at 11:59pm.

Group Consulting Project (35%)

Groups will choose an episode (from a pre-selected list) of either The Office or Superstore to watch and analyze. The goal is to apply the skills and knowledge gained throughout this course and make recommendations to improve the conditions depicted in the fictional workplaces.

Project breakdown:

- **Episode Selection** – Select an episode of either show for your group by filling in your group ID next to your desired episode on D2L under “Group Consulting Project – Episode Selection” by Week 6, October 15th, 2024. *Only 1 group per episode.*
- **Written report (15%)** – Groups will be required to identify and explain three critical organizational challenges apparent in the episode. Next, groups will propose potential solutions for each challenge, including details of why each solution would be effective. The report should be no more than 5 double-spaced pages (12pt Times New Roman Font, 1” margin).
- **Presentation (15%)** – Groups will have the choice to present in-person to a panel or create a media presentation.
 - **In-person** – Groups will give a 15-minute presentation summarizing the key challenges they identified, followed by the proposed solutions and a concluding statement. This will be followed by a 5-minute Q&A period with the panel. Each student should have a speaking role and be prepared to answer questions.
 - or**
 - **Media** – Groups will have the choice to submit a media presentation (max. 15 minutes) in lieu of the in-person presentation. The media presentation should be creative and interactive – a power-point or simple video of text with voice-over will not be accepted. In addition, groups will have to appear in-person for a 5 to 10-minute Q&A session.
 - Teams must get their idea approved by the instructor by end of class, **November 5th**. Teams that do not seek approval will be required to present in-person.
- **Due Dates:** November 11th and November 18th
 - As you will see in the course schedule below, the group presentations will span two weeks of class – where class is canceled and groups need only come in for their scheduled presentations. Groups that are presenting on November 12th (Week 9) are designated as “Groups A”. Groups that are presenting on November 19th (Week 10) are “Group B”.
 - To ensure equity in the amount of work required between Groups A and B, the due dates for the written report will alternate such that Group A’s written reports are due on November 19th (Week 10), and Group B’s written reports are due on November 11th (Week 9). This provides all groups with the opportunity to take feedback, either through the Q and A portion of the presentation or through the grading of the written report, and incorporate it into the remaining portion of the deliverable.
 - Slides for presentation but be submitted by 11:59pm the day before you present (November 11th for Group A and November 18th for Group B).

- **Group Work (5%)** – you will receive a peer grade for your contributions to your group. This is to ensure that no social loafing occurs and that everyone contributes to the project. More details of the grading breakdown and rating process for this will be released with the instructions for the assignment.

Individual contribution – Concerns regarding individual contribution should be brought to my attention as soon as they come up. This provides the opportunity for early intervention. All group members will be graded equally, so I encourage group members to coordinate efforts so that each member is contributing equally. I am happy to meet if you need help with group coordination!

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.** Please note that technological problems do not justify late submissions. If you are concerned one of your assignments will be late, please get in touch with me **prior** to the due date!
- 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/.

Final Exam (25%)

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 (readings, lectures, in-class discussions), throughout the entire term. The exam 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 week 12’s class when we will be having a review session.

Course Schedule

Week #	Week of	Topic	Due Dates and Readings
1	September 10, 2024	Introduction to organizational behaviour (OB)	Read Syllabus, Chapter 1: What is OB, and 1.2: Understanding how OB research is done. Complete the 16 personalities test and results survey on D2L
2	September 17, 2024	Personality and individual differences	Quiz 1: Sept 20, 8:30pm Complete the 16 personalities test and results survey on D2L

3	September 24, 2024	Emotions, attitudes, and behaviour	
4	October 1, 2024	Perception, attribution, and decision-making	Quiz 2: Oct 4, 8:30pm
5	October 8, 2024	Motivation and performance	
6	October 15, 2024	Power, politics and groups	Quiz 3: Oct 18, 8:30pm
Reading week: no class			
7	October 29, 2024	Occupational health and safety	Reflection assignment: Nov 1, 11:59pm
8	November 5, 2024	Leadership	Quiz 4: Nov 8, 8:30pm
9	November 12, 2024	Group consulting presentations A	Presentation slides, or media presentations due for Group A Written report due for Group B
10	November 19, 2024	Group consulting presentations B	Presentation slides, or media presentations due for Group B Written report due for Group A
11	November 26, 2024	Organizational change and culture	
12	December 2, 2024	Review	Quiz 5: Dec 6, 8:30pm

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				

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).

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, followership, 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.

Grading

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

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

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 its 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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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 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 <https://carleton.ca/its/get-started/new-students-2/>
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