



**MANAGEMENT AND ORGANIZATIONAL STUDIES
ORGANIZATIONAL BEHAVIOUR
(MOS 2181a 550)
Fall 2017 Course Outline**

CONTACT INFORMATION

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Course Website: OWL Sakai
Office Hours: Wednesdays 12:30pm to 2:30pm or by appt.

CLASS INFORMATION

Day	Time	Location
Wednesdays	2:30 pm – 5:30 pm	V214, HUC

COURSE DESCRIPTION & OBJECTIVES

This course introduces the student to multidisciplinary approaches to human behaviour in organizational settings. Attention will be paid to both public and private sector organizations. A variety of issues will be examined from the perspective of the manager as well as those of the worker, the client and the citizen. The major objectives of this course include:

1. to provide an overview of the influential theoretical perspectives and research findings in the field of organizational behaviour;
2. to offer a set of conceptual frameworks, methodological approaches, and analytical skills which are useful in increasing our understanding of human behaviour in organizations;
3. to provide opportunities to practice the use of these conceptual frameworks through their application to organizational problems;
4. to challenge the student to think analytically and creatively about significant issues facing organizational stakeholders now and in the future.

Antirequisite(s): The former MOS 2180

Prerequisite(s): Enrolment in BMOS Program.

COURSE MATERIALS

Johns, Gary & Saks, Alan (2017). *Organizational Behaviour: Understanding and Managing Life at Work*. (10th ed.). Pearson Canada: Toronto.

STUDY GUIDE WEBSITE

<http://www.pearsoned.ca/johns>

This site includes sample multiple choice questions and other learning activities.

COURSE EXPECTATIONS

1. **Attendance:** Students are expected to attend all classes
2. **Preparation:** Assigned materials (text, readings and cases) should be prepared prior to class.
3. **Contribution:** Individual contributions may consist of: responding to questions; summarizing key concepts; analyzing case details; presenting relevant outside references; posing questions; or otherwise enriching the learning experience in the class.
4. **Group work:** Groups will be formed during the first week of classes. These groups will work together on the group presentation and on some in-class activities. The group is expected to manage all of its organizational and work assignment tasks with fairness and respect. The instructor will be happy to mediate issues as long as assistance is requested in a timely manner.

EVALUATION

Evaluation	Percentage	Date/Time/Location	Chapters
Midterm	30%	Oct. 25 / 2:30pm / Kingsmill	Chapters 1, 2, 3, 4, 6, 7
Team Assignment	40%	Sept. 22 / Nov. 13 / Nov. 27 / Dec. 8	
Reflection papers (2)	10%	TBD	All chapters
Take Home Case Study	20%	TBD	All chapters
Total	100%		

MIDTERM

There is one midterm in this course, worth 30% held on Friday, Oct. 25. As above, the midterm will cover chapters 1, 2, 3, 4, 5, & 6. The midterm may consist of various types of questions such as multiple choice, fill-in-the-blanks and short answer or essay questions. The midterm will be written in class and will be 1 hour and 50 minutes in length. Students are only allowed to bring writing instruments to the exam; no books, calculators, dictionaries, etc. are allowed. Students are responsible for all material covered in class as well as the assigned chapters in the text. **All students are required to complete the midterm in this course as a mandatory course requirement.**

REFLECTION PAPER

The format for the paper is description of the speaker's position and background, a summary of two or three main points made, and connection of the points to Organizational Behaviour in a general sense and the week's topic that the speaker references. The reaction paper will be **two pages** long and in its final form will be grammatically correct, with proper usage and spelling. Part of the exercise is to demonstrate both concise writing skills and an economy of language in presenting your information. The paper will have a heading which will state the following: course name/number, Fall 2017, Student Name and Student Number, Date, and the topic/title and speaker.

There's some freedom to develop your reflection paper in the way that you want; however, there are guidelines and recommendations. The paper should be an original work of two pages (double-spaced) in which you:

- Demonstrate your understanding of the speaker's content
- Reflect on its significance
- Discuss its application in a specific professional environment

A typical paper might demonstrate the experiential reflection questions of *What? So What?* and *Now What?* Summarizing the speaker (*What?*) should only be a preface to the real work of the paper. Discussing the significance of the speaker's content (*So What?*) and the actual or hypothetical application of the content into your professional activities (*Now What?*) are the core of the reflection. A paper might discuss the main themes, new information, and theories that you encountered and then discuss the use of the specific content from this speaker. While it's appropriate to discuss the usefulness of the content in a professional setting, an evaluation of the presenter isn't specifically part of this assignment.

Since the paper is expected to be original work if you incorporate quotations or material from other sources, it must be cited as such. The preferred style is the most recent edition of the *Publication Manual of the American Psychological Association*. For more information about APA style, visit the [Lamson Library and Learning Commons Web site](#). Other resources:

- Outlines for a Reflection Paper <http://reflective-essay.org/outline/>
- Guidelines for Reflection Papers <http://people.stu.ca/~oregan/rpguidelines.html>

TAKE-HOME CASE STUDY

One take-home case study will be administered as a practical way of applying OB theory. Students will work in groups of 3 to 4 members and submit one solution to the activity. The Case Study is worth 20% of your final mark. **There are no make-up activities and they can only be done once.**

GROUP ASSIGNMENT

This is the major component of the course, and will require serious attention throughout the term. As such there are milestones to measure and evaluate progress and activity as part of the project. In addition, there is the opportunity build into the exercise to ensure that marks are fairly distributed to each team member based on their individual effort. Free riders will not be tolerated and marks will be distributed within teams based on contribution.

This assignment is developed as a learning exercise to assist you in:

- Working effectively in teams
- Developing report writing skills
- Analytical inquiry and utilizing evidence based management skills

Research Paper Details

A detailed outline, including expectations, assignment questions and an assignment rubric will be distributed in class. Major components of the assignment are identified as follows:

1. Main Readings: a minimum of seven researched sources (not including the text, which should be utilized), including: two books, Three peer-reviewed articles, and two or more of your choice
2. Your Role: Critical Analysts and Synthesizer of Current Thinking
3. Your Assignment: To write a research report that presents your own thinking backed up by others' ideas and information to inform your audience.
4. **Topic Statement Due: Friday, September 22nd - 10% of the assignment mark**
5. **Annotated Bibliography Due: Friday, Nov. 13th – 10% of the assignment mark**
6. **Draft Due: Friday, November 27th** (4 copies, 1 for instructor, 2 for peer review, 1 for you) – **10% of the assignment mark**
7. **Final Draft Due: Friday, December 8th**
8. Form: Analytic Research Paper (samples and writing styles will be shared in class)
9. Audience: CEO of an international company concerned with issues of cultural appropriateness and environmental sustainability
10. Length: 7-8 pages (2100-2400 words)
11. Format Details: Double-spaced, 12-point font, Times New Roman, 1 ¼” margins all around, single sided pages (Management Report Style Guide will be distributed)
12. Format General: Name, date and class in upper left hand corner, title centered and bolded, bibliography at end, APA style
13. Citations: APA format (see handouts and writing guide)
14. Cover Sheets: Attached to front of draft and final versions on designated due dates.

CLASS SCHEDULE:

Class	Topic	Chapter
Sept. 13	Organizational Behaviour & Management	Chapter 1
Sept. 20	Personality and Learning	Chapter 2
Sept. 27	Values, Attitudes & Work Behaviour/ Groups and Teamwork Colleen Burgess (CB), HUC Librarian “Information Seeking & Critical Evaluation”	Chapter 4 & 7
Oct. 4	Perception, Attribution and Diversity CB “Information Seeking & Critical Evaluation”	Chapter 3
Oct, 11	Reading Week	
Oct. 25	MIDTERM (30%)	Chapters 1, 2, 3, 4, 6, 7
Nov. 1	Theories of Motivation C.B. “Critical Application of Info Eval Skills”	Chapter 5
Nov. 8	Decision Making & Leadership	Chapter 11 & 9
Nov. 15	Communication	Chapter 10
Nov. 22	Social Influence, Socialization & Culture and Power and Politics	Chapter 8 & 12
Nov. 29	Conflict & Stress	Chapter 13
Dec. 6	Org'l Change, Development & Innovation	Chapter 15
Dec. 8	Assignment Due	



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment

conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

Cheating on tests;

Fraudulent submissions online;
Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
Unauthorized resubmission of course work to a different course;
Helping someone else cheat;
Unauthorized collaboration;
Fabrication of results or sources;
Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive.

University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>