

THE UNIVERSITY OF WESTERN ONTARIO  
Faculty of Social Science  
Bachelor of Management and Organizational Studies  
**MOS 280F**  
**Organizational Behaviour: Theoretical Foundations**  
Fall 2007

Tuesdays, 9:30 – 12:30  
TC – 304

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### Required Texts

Pfeffer, J. & Sutton, R., (2006). *Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting From Evidence-Based Management*. Boston: Harvard Business School Press.

Course Pack available at InPrint, Room 78, UCC Bldg.

### Useful Text

A current OB introductory text, such as Johns, G. and Saks, A. (2005). *Organizational Behaviour: Understanding and Managing Life at Work*. Prentice-Hall.

### Anti- and Prerequisites

Antirequisites: The former Administrative Studies 280F/G, 380E

Prerequisite(s): Any 001-099 Social Science full-course or equivalent. Enrolment in BMOS.

### Course Requirements

Final Exam	30% of final grade	Mid-year exam period (TBA)
Report	30%	Due in class, Nov 13
Group presentation	15%	Per schedule, by group
Mid-term Exam	15%	In class, Oct 16
Class contribution	10%	

## Course Overview

In your previous organizational behaviour coursework, you explored key topics at the individual, team, and organization levels of analysis, and formed an overview of this important body of knowledge. This course builds on prior learning, with particular emphasis on the theories that shape what we know about the behaviour of people in organizations and in a related way, how we practice as managers. Management based on evidence, Pfeffer & Sutton (2006) argue, can be linked to superior organizational performance. Their discussion of evidence-based management is a powerful and pragmatic way to bridge theory and practice in organizational behaviour.

In MOS 280, we will consider theoretical frameworks, evaluate evidence that informs what managers do, identify practices that may be popular but are perhaps not adequately supported by current thinking, and develop informed opinions on a wide range of issues in organizational behaviour. Sessions will include lecture portions, presentations from peers, discussions, exercises and small group break-outs.

## Course Schedule/ Sessions

Session	Session Title and Description	Readings	Remarks
Sep 11	Introduction		Screening of video, "A Private Universe"
Sep 18	Thinking and Practice	Manager's Diary; Excerpt from Stanovich, Ch. 10;	
Sep 25	What is Evidence-Based Management?	Pfeffer & Sutton, Ch. 1 & 2	
Oct 2	Recruiting and selecting people	Ryan & Tippins, 2004; P & S Ch 4	
Oct 9	Managing incentives	P & S Ch. 5	
Oct 16	Mid-term exam (in class)		
Oct 23	Making teams work	Weingart & Jehn, 2004	
Oct 30	Leading	Conger, 2004; P & S Ch. 8	
Nov 6	Building the organization		Prescriptive model (class handout)
Nov 13	Re-building and renovating the organization	P & S Ch. 7	<b>Reports due, in class</b>
Nov 20	Evaluating programs		Program evaluation (class handout)
Nov 27	Balancing work and life	P & S Ch. 3	
Dec 4	Integration	P & S Ch. 9	

## Course Requirements

Note: 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.

Each of these requirements will be described in greater detail in handouts and/ or in class discussion.

Final Exam (30%) Managers are expected to be subject matter experts, and often are required to recall and apply knowledge extemporaneously, in meetings or discussions. The exam will include questions concerning both the content of the course and its application to managerial problem-solving.

Report (30%). Responding to current issues in a detailed and analytical way is another important facet of managerial work. In this requirement, you will write an analysis of a problem, based on a scenario from a list supplied by the instructor. The report will include an identification and analysis of the problem, supported by evidence and including necessary assumptions, as well as specific, actionable recommendations. Reports will be graded on these elements as well as organization and clarity of prose.

The report will be 8-10 pages in length (double-spaced, 12 point font) and conform to either APA or MLA scholarly conventions. It is due on Nov 13, at the beginning of class. Late assignments will be penalized 10% per day.

Mid-term exam (15%). The mid-term exam will be held during the session held in Oct 16. This requirement will be based on material covered during the first five sessions of the course. The mid-term exam will include questions on course content and a short analysis of a managerial problem.

Group Presentation (15%). Much contemporary work is team-based, and experience working in this way is valuable on many levels. The class will form groups of 4-5, and each group will select a session from a list based on the course outline. The requirement is to present material in response to specific, instructor-provided questions to the class, to prepare a 1-page handout for distribution to the class on the day of the presentation, and to field questions. The first 15 minutes of each session will be allotted to this requirement.

Presentations will be graded on form, content, and creativity. Each member of the group will receive the group mark, and all are expected to contribute to the preparation and delivery of the presentation.

Class Contribution (10%). Our time together in class represents a valuable, scarce resource, and the quality of the collective experience depends to a very great extent on the value of our individual contributions to class. At a minimum, we ought to attend

class, be prepared, and engage in courteous, respectful dialogue with each other. We may also promote discussion in line with the principles discussed in Bonnycastle (1996), create opportunities for others to engage, clarify abstract or difficult points, or be helpful to the group in any number of ways.

### **Missed or late assignments**

**Due dates are hard deadlines.** Late reports will be assessed a penalty of 10% per day, notwithstanding prior arrangement.

The Social Science Academic Counselling Office procedures described on their website at: <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> will be upheld.

Some important excerpts from this document are as follows:

### **TERM TESTS and MID-TERM EXAMS**

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation).
3. Discuss with the instructor if and when the test can be rescheduled.

**Note:** The approval of the Dean is not required when rescheduling term tests.

### **FINAL EXAMINATIONS**

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You should also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see reverse side for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval.

**Note:** Make sure you know the date, time and location of the special examination. For more information see [Examinations - Common Situations](#).

## **LATE ASSIGNMENTS**

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Be prepared to provide documentation, if requested by the instructor (see reverse side for information on documentation).
3. If you are granted an extension, establish a due date. The approval of the Dean is not required if assignments will be completed prior to the last day of classes.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. Documentation is mandatory. In these instances, please follow the procedure for Final Examinations above. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, Dean or the Dean's representative in the Academic Counselling Office.

## **Academic conduct**

Students are expected to act ethically and in a manner consistent with professional norms of Canadian management practice.

### **A Note on Plagiarism:**

From Academic Policies and Regulations, The University of Western Ontario Academic Calendar 2006:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

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 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 licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

## References

**The following readings will be included in the Course Pack** (listed in chronological order of consideration):

Stanovich, K. (2007). Excerpt from Chapter 10: The Achilles Heel of Human Cognition: Probabilistic Reasoning in *How to Think Straight About Psychology*. Boston: Allyn and Bacon, 154-156.

\_\_\_\_\_, (2007). Manager's diary.

Ryan, A.M. and Tippins, N. (2004). "Attracting and Selecting: What Psychological Research Tells Us." *Human Resource Management*, 43(4), 305-318.

Weingart, L. and Jehn, K. "Manage Intra-Team Conflict through Collaboration." In E. Locke, (Ed.) *Handbook of the Principles of Organizational Behavior*. Malden, MA: Blackwell Publishing, 226-238.

Conger, Jay. (2004). "Developing leadership capability: What's inside the black box?" *Academy Of Management Executive*, 18 (3), 136-139.