

THE UNIVERSITY OF WESTERN ONTARIO
Faculty of Social Science
Bachelor of Management and Organizational Studies
MOS 2280G
Organizational Behaviour: Theoretical Foundations
Winter 2009

Monday 12:30-1:30 and Weds 12:30-2:30
Social Science Centre Room 3006

Professor: James O'Brien
Office: SSC 7432
Telephone: (519) 661-2111 x81463
E-mail: jobrie3@uwo.ca (please include <2280> in subject line)
Office Hours: Mondays 10-12; Tuesdays 1:30-2:30 or by appointment.

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.

This is not strictly necessary, but will be useful for background reading or preparing team presentations.

Prerequisites

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

Course Requirements

Final Exam	30% of final grade	Winter term exam period
Report	25%	Due in class, hardcopy, Mar 18
Mid-term Exam	20%	In class, Feb 11
Team presentation	15%	Per scheduled session
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 2280, 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 positions on a wide range of issues in organizational behaviour. Sessions will include lecture portions, presentations from peers, discussions, exercises and small group break-outs.

This is a demanding course that *requires* preparation, critical thinking, and active engagement with the learning process. Read this outline carefully and consult the instructor if you have questions about the course and associated expectations.

Course Schedule/ Sessions

Session	Session Title and Description	Readings	Remarks
Jan 5/7	Introduction		This session will include some skills activities.
Jan 12/14	Thinking critically, and the contribution of theory to management	Risen & Gilovich, 2007	
Jan 19/21	Evidence-Based Management	Pfeffer & Sutton, Ch. 1 & 2; Rousseau, 2006	
Jan 26/28	Organizational Entry	P & S Ch 4; Schmidt & Hunter , 1988	
Feb 2/4	Motivation and Incentives	P& S Ch. 5; Rynes, Gerhart & Minette, 2004	
Feb 9/11	Optional tutorial on Feb 9; Mid-term exam (in class) on Feb 11		
Feb 16/18	Conference week (no classes)		
Feb 23/25	Social context	Pearce, 2008 draft chapter	Group exercise to be distributed in class
Mar 2/4	Leadership	P & S Ch. 8; Mumford, Campion & Morgeson, 2007	
Mar 9/11	Organizational design	TBA	
Mar 16/18	Change	P & S Ch. 7; Dashman case	Report due, hardcopy in class, on Mar 18
Mar 23/25	Work-life balance	P & S Ch 3	
Mar 30/ Apr 1	What do we do when there is no Evidence?	TBA	Coverage includes assumption-based planning, "local experiments," and program evaluation
Apr 6/8	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 expected 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 (25%). 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 list of scenarios 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.

The report will be 8-10 pages in length (double-spaced, 12 point font) and conform to APA or MLA conventions of scholarly attribution. It is due in class, in hardcopy format, on Mar 18. Subject to the provisions described under "General Information," late assignments will not be accepted.

Mid-term exam (20%). The mid-term exam will be held in class on Feb 11. 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.

Team 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 4-6, and each group will be assigned to a content session from the course outline. The requirement is to present material corresponding to prior learning within the subject domain, to prepare a 1-page handout for distribution to the class on the day of the presentation, and to field questions. Teams are required to meet with the instructor to obtain approval in-principle for their presentations, or in some instances, to receive a briefing when the topic is new to them. The first 15 minutes of each session will be allotted to this requirement. Teams will receive a detailed feedback memo upon completion of their presentations, and they are encouraged to meet and digest their feedback before disbanding.

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.

Academic conduct

The conduct of the course is subject to university regulations described in the undergraduate calendar.

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

Due dates are hard deadlines. Subject to the procedures described below, late assignments will not be accepted.

The following material is derived from University and Faculty rules and procedures for the conduct of undergraduate courses.

GENERAL INFORMATION

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Social Science Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.

4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

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. Submit your documentation to the Social Science Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

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 Social Science Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must 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 Social Science Academic Counselling Office and your instructor with supporting 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 Social Science Academic Counselling Office for approval without delay.

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. Submit documentation to the Social Science Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. 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, and the Dean=s representative in the Academic Counselling Office.

SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

EXTENDED ABSENCES

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Social Science Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

1. **Personal Illness:** If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form at the time of your visit allowing them to notify Social Science Academic Counselling Office. Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
2. If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
3. **In Case of Serious Illness of a Family Member:** Obtain a medical certificate from the family member's physician.
4. **In Case of a Death:** Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
5. **For Other Extenuating Circumstances:** If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense and you will be subject to academic sanctions.

ACADEMIC CONCERNS

1. You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
2. You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
3. If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
4. If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.

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):

Ellet, W. (2007). "Chapter 10: Problem Essays." In *The Case Study Handbook*, Boston, MA: HBSP, 119-133

Risen, J. and Gilovich, T. (2007) "Informal Logical Fallacies," in R. J. Sternberg, H. L. Roediger III and D. F. Halpern: *Critical Thinking in Psychology*. Cambridge University Press: New York, pp. 110-30

Rousseau, D.M. (2006) Is there such a thing as evidence-based management? *Academy of Management Review*, 31, 256-269.

Schmidt, F.L., & Hunter, J.E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124, 262-274.

Rynes, S. Gerhart, B., & Minette, K. (2004). Importance of pay in employee motivation: Discrepancies between what they say and what they do. *Human Resource Management*, 43(4), 381-394.

Mumford, T., Campion, M., & Morgeson, F. (2007). Leadership Skills Strataplex: Leadership Skill Requirements Across Organizational Levels. *The Leadership Quarterly*, (18), 154-166.

The following readings/ materials will be distributed separately:

Pearce, J. (2008) "Navigating the Social Scene." Draft chapter, used with permission.

Dashman Company, Harvard Business School Case, 9-642-001.