

**THE UNIVERSITY OF WESTERN ONTARIO**

**LONDON**

**CANADA**

**Management and Organizational Studies**

**COMMMGT 9180A**

**2015**

**Organizational Behaviour**

## **1.0 CALENDAR DESCRIPTION**

The objectives of this course are (1) to provide an understanding of the roles and responsibilities of management to ensure organizational effectiveness and success, and (2) to prepare students to begin to assume these roles and responsibilities. Topics include how and why organizations are structured to be effective, what determines individual behavior in an organization, understanding motivation in the workplace, effective teamwork, understanding power and politics in organizations, managing people effectively.

Half course.

## **2.0 COURSE INFORMATION**

Instructor: Julie Aitken Schermer, Ph.D.

Office: 4429 Social Science Centre

E mail: [jharris@uwo.ca](mailto:jharris@uwo.ca)

Office Hours: Mondays 1pm-2pm

Wednesdays 10am-12noon

Telephone: 519-661-2111 ext 84699

Class: Mondays 9:30am to 12:30

### **3.0 REQUIRED TEXTBOOK**

Greenberg, J. (2013). *Managing behavior in organizations (6<sup>th</sup> edition)*. Upper Saddle River, NJ: Pearson. [ISBN 978-0-13-272983-3]

### **4.0 COURSE OBJECTIVES**

On successful completion of this course, students shall be able to:

- Understand the differences between the various management models/theories
- Explain the differences between managers and leaders
- Appreciate the individual differences which exist in people
- Know when to apply which motivational model
- Describe the similarities and differences between power and politics
- Work effectively in an organizational context

### **5.0 EVALUATION**

Grades will be derived from three sources, the weights of which are outlined below:

#### **5.1 IN-CLASS EXAM = 40% (Monday December 7, 2015, 9:30am)**

The exam will cover all course materials (textbook chapters and lecture notes). Exams are closed book examinations. In addition, no calculators or dictionaries are allowed into the examinations.

The exam will be scheduled for three hours and consist of 140 multiple choice questions [10 questions for each of the 14 chapters (14 chapters x 10 questions = 140 questions)].

Cheating will not be tolerated; students are referred to the university policy on scholastic offenses (see section 8.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront or as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.

Exams will be scored using the program Scan Exam which examines the answer sheets for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating.

## **5.2 MINI-WRITTEN ASSIGNMENTS (3 assignments, 10% each = 30%)**

Students will be required to submit three short written assignments (maximum 3 pages including a reference page; i.e., typed text cannot be more than two pages). The description of each assignment is below:

### **Assignment #1 – Due Oct. 19 in class.**

Using a Western library search engine of your choice (such as Scopus), locate an article published in a peer-reviewed journal dealing with **personality and job performance**. Print the article (as you will need to attach the article to your paper). In your own words, describe the purpose of the article, the findings, and how you might be able to apply the findings to a work situation.

### **Assignment #2 – Due Nov. 2 in class.**

Using a Western library search engine of your choice (such as Scopus), locate an article published in a peer-reviewed journal dealing with **workplace bullying OR job burnout** (pick one of the topics). Print the article (as you will need to attach the article to your paper). In your own words, describe the purpose of the article, the findings, and how you might be able to apply the findings to a work situation.

### **Assignment #3 – Due Nov. 29 in class.**

Using a Western library search engine of your choice (such as Scopus), locate an article published in a peer-reviewed journal dealing with **creativity in the organization** (pick one of the topics). Print the article (as you will need to attach the article to your paper). In your own words, describe the purpose of the article, the findings, and how you might be able to apply the findings to a work situation.

**For each of the written assignments**, you will need to include a title page (is not part of the three page count) with your name. If you decide to use references in your review, you may use either APA or MLA format.

## **5.3 CLASS PRESENTATIONS (3 presentations x 10% = 30%)**

Each student will present their review (see 5.2 above) to the class individually **ON THE DAY THAT THE ASSIGNMENT IS DUE**. Each presentation will address the questions listed above and should be between 15 and 20 minutes in duration. Presentations will take place in class time.

## **6.0 STUDY SCHEDULE**

September 14, 2015	Introduction to the course
September 21, 2015	Chapter 1 – The Field of Organizational Behavior Chapter 2 – Organizational Justice, Ethics, and Corporate Social Responsibility
September 28, 2015	Chapter 3 – Individual Processes Chapter 4 – Coping with Organizational Life
October 5, 2015	Chapter 5 – Work-related attitudes Chapter 6 – Motivating People to Work
October 12, 2015	Thanksgiving [the university is closed]
October 19, 2015	<b>Written Assignment and Oral Presentation #1</b>
October 26, 2015	Chapter 7 – Interpersonal Behavior in the Workplace Chapter 8 – Organizational Communication
November 2, 2015	<b>Written Assignment and Oral Presentation #2</b>
November 9, 2015	Chapter 9 – Group Processes and Work Teams Chapter 10 – Decision Making by Individuals and Groups
November 16, 2015	Chapter 11 – The Quest for Leadership Chapter 12 – Organizational Culture, Creativity, and Innovation
November 23, 2015	<b>Written Assignment and Oral Presentation #1</b>
November 30, 2015	Chapter 13 – Designing Effective Organizations Chapter 14 – Managing Organizational Change
December 7, 2015	In class exam on textbook material

## **7.0 UNIVERSITY POLICY REGARDING ILLNESS**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.")

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

## **8.0 STUDENT RESPONSIBILITIES**

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are strongly encouraged to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

To avoid unnecessary distractions, please arrive to each class on time.

### **COURSE GRADE NOTES:**

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** in the course. There are no exceptions to this. “Extra assignments” to improve grades will **NOT** be allowed. Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: You are responsible for your grades in this course.

## **9.0 SUPPORT SERVICES**

The Registrar’s office can be accessed for Student Support Services at  
<http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

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.

## **10.0 OTHER ISSUES**

Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures 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. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

### Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

## **11.0 OTHER INFORMATION**

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring cassette/CD players, cell phones, beepers, etc. to exam