
**MOS 2181A, Section 001
Organizational Behaviour
Fall 2018
Course Outline**

1. Course Information

Class Location and Time

Biological and Geological Sciences, room 0153 (B&GS-0153)
Thursdays 11:30am-2:30pm

Contact Information

Instructor: Sarah Ross
Office: SSC 4090
Office Hours: Wednesdays 9:30am-11:00am & Thursdays 9:30am-11:00am
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DAN Department of Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation.

More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

2. Calendar Description

Course Description

A multidisciplinary approach to the study of human behavior in organizations from the individual, group, and organizational levels of explanation.

3 lecture hours, 0.5 course

Antirequisite(s): MOS 2180

Prerequisite(s): Enrolment in BMOS or Music Administrative Studies (MAS)

Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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.”

This regulation is in regards to the COURSES required. Students not in BMOS are permitted to enroll in up to 1.0 MOS courses, per the Academic Timetable.

3. Textbook

Textbook

The following textbook is required reading for this course and is available in the bookstore at Western:

Colquitt, J.A., Lepine, J.A., Wesson, M.J., & Gellatly, I.R. (2016). *Organizational behaviour: Improving performance and commitment in the workplace*. Toronto: McGraw-Hill.

Additional readings

In addition to the above text, students are required to read a set of articles available in the form of links on the course site (under the “Additional Readings” tab). Please ask the instructor if you require assistance in obtaining these course readings. The purpose of these articles is to provide students with the opportunity to read, understand, and appreciate scholarly research papers. These articles will be discussed during the relevant lectures (see the lecture schedule below); students are encouraged to attend lectures to receive assistance in understanding these articles.

4. Course Objectives and Format

Course objectives

This course introduces multidisciplinary approaches to human behaviour in organizational settings. Attention will be paid to public and private sector organizations as well as those that operate within a profit and not-for-profit environment. A variety of contemporary issues will be examined from the perspective of the manager as well as those of the worker, the client, and the citizen. Accordingly, the major objectives of Management and Organizational Studies 2181 are:

- To provide an overview of the influential theoretical perspectives and research findings in the field of organizational behaviour.
- To offer a set of conceptual frameworks, methodological approaches, and analytical skills which are useful in increasing our understanding of human behaviour in organizations.
- To provide opportunities to practice the use of these conceptual frameworks through their application to organizational problems.

- To challenge the student to think analytically and creatively about significant issues facing organizational stakeholders now and in the future.

Course outcomes

Upon completion of this course, the student will be able to:

- Identify, explain, and predict individual behaviour within various workplace situations; recognize and correct workplace situations that are experiencing inadequate levels of employee performance (i.e., those behaviours that can prevent the achievement of organizational goals).
- Recall and apply appropriate evidence-based OB principles that accurately explain and assist in correcting dysfunctional workplace behaviour.
- Memorize and restate, with a high degree of accuracy, specific OB research findings as they apply to the contemporary workplace.
- Compare and contrast between North American cultural values, principles, and theories from those that exist in global markets.
- Describe legal, ethical, and socially responsible management practices as they relate to the workplace.
- Evaluate and develop recommendations based on evidence for the type of assistance required from the HR Department to effectively recruit, select, and orient new employees so as to have a “better fit”, thus contributing to a more productive workforce.
- Investigate and prescribe which of the motivational theories would be most effective in enhancing employee productivity given certain workplace situations.
- Differentiate between the various leadership models; explain the correlation between a leader’s vision/philosophy/values and how such become formalized via organizational design, structure, and culture.
- Describe the possible distortions of individual behaviour that can occur as a result of working in a strong group environment, especially as it relates to the socialization process.
- Understand the internal and external pressures forcing change within organizations; articulate the metamorphosis toward more globalized organizations and the increased need for stronger people-oriented management.

Course format

There are several sections of MOS 2181 being taught this semester. Although all follow a common curriculum, each operates under a unique format. You must attend the section in which you are registered. **The various sections taught by various instructors use diverse methodology/delivery techniques and are NOT interchangeable.**

5. Evaluation

Exam 1 = 33% (Thursday October 4, 12pm-2pm, locations to be announced)

Exam 2 = 33% (Thursday November 8, 12pm-2pm, locations to be announced)

Exam 3 = 34% (during the December exam period, to be announced by Registrar)

Exams

- Exams are multiple choice in format.
- Each exam, in total, will be scheduled for 2 hours, consist of approximately 70 questions, and are closed book examinations.
- Exams are not cumulative. Please see the Lecture and Examination Schedule (below) for material to be covered on each exam.
- **Dictionaries are NOT allowed into the examinations.**
- **Electronic devices of any kind (including pagers, cell phones, smart watches and calculators) are NOT permitted at exams.**
- Students are responsible for material covered in the lectures, assigned chapters in the text, and additional readings.
- Exams will not be returned to students but may be reviewed in the instructor's office.
- Students are ***REQUIRED TO COMPLETE ALL COMPONENTS*** of this course. There are no exceptions to this. Extra assignments to improve grades ***will NOT*** be allowed.
- 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.
- **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.**

6. Lecture and Examination Schedule

PART #1

- **September 6: Introduction to MOS 2181A**
 - No assigned readings.
- **September 13: Introduction to Organizational Behaviour**
 - Textbook reading: Chapter 1
 - Additional reading: Barends et al. (2014)
- **September 20: Job Performance and Organizational Commitment**
 - Textbook reading: Chapter 2, Chapter 3
 - Additional reading: Lee et al. (2014)
- **September 27: Personality, Cultural Values, Ability, and Job Satisfaction**
 - Textbook reading: Chapter 4, Chapter 5
 - Additional reading: LaRochelle-Cote & Hango (2016)
- **October 4: Exam #1, 12:00pm-2:00pm, locations to be announced**
 - Exam #1 covers textbook readings + additional readings in Part #1 (Sept 13-Sept 27)
- **October 11: Reading Week**
 - No class and no assigned readings.

PART #2

- **October 18: Stress and Motivation**
 - Textbook reading: Chapter 6, Chapter 7
 - Additional reading: Latham & Baldes (1975)
- **October 25: Trust, Justice, Ethics, Learning and Decision-Making**
 - Textbook reading: Chapter 8, Chapter 9
 - Additional reading: Greenberg (1994)
- **November 1: Communication**
 - Textbook reading: Chapter 10
 - Additional reading: Campbell (1979)
- **November 8: Exam #2, 12:00pm-2:00pm, locations to be announced**
 - Exam #2 covers textbook readings + additional readings in Part #2 (Oct 18-Nov 1)

PART #3

- **November 15: Team Characteristics and Processes**
 - Textbook reading: Chapter 11
 - Additional reading: Moreland & Myaskovsky (2000)
- **November 22: Power, Influence, Negotiation and Leadership**
 - Textbook reading: Chapter 12, Chapter 13
 - Additional reading: Breevaart et al. (2016)
- **November 29: Organizational Structure, Culture and Change**
 - Textbook reading: Chapter 14, Chapter 15
 - Additional reading: Madsen & Desai (2010)
- **December 6: No Class**
 - Office hours from 11:30am to 1:30pm in my office.
- **December 10-21: Exam #3, 2 hours, date/time/location to be announced**
 - Exam #3 covers textbook readings + additional readings in Part #3 (Nov 15-Nov 29)

7. 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.

Respect

Please act respectfully towards the classroom, the Professor and your fellow students. Acting respectfully means arriving on time, turning off phones, avoiding private discussions during lectures, refraining from viewing non-course material on your laptops, and cleaning up after yourself. Acting respectfully provides a better learning experience for everyone.

Private in-class discussions are distracting to students and the Professor. If other students are distracting your attention from the material, you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), please see the instructor.

Late arrivals are also distracting. Please try to arrive on time for classes.

No Recording of Classes

Students are not permitted to record any portion of a class, audio or video, without the prior written permission of the professor.

8. Exam Policies

- 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 music players, cell phones, beepers, or other electronic devices to exams
- To ensure fairness to all students, questions will not be answered during exams.

9. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he/she does not know which course or section you are enrolled in.

Acceptable Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

Unacceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

10. Attendance

It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

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.

Absences from Exams

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

11. Grade Fairness

Fairness requires that all students be treated equally and be evaluated using the criteria set out in this course outline. The evaluation criteria are based on actual achievement and not on how hard a student has tried. Claims by students of an excellent academic history, good attendance record, need to obtain or maintain a scholarship, desire to be admitted to Ivey or graduate school, or other personal issues, cannot be used to justify a higher grade in the course or a reweighting of course components. There is no extra work or assignments available for extra credit or to “make up” for a course component that was missed or performed poorly.

12. Posting of Grades

Midterm exam grades will be posted on OWL once the grades are available. Final exam grades and final course grades are not posted on OWL and are available once they have been posted by the Registrar under “Academic Summary” at the Student Centre website.

13. University Policy Regarding Illness

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 http://www.uwo.ca/univsec/pdf/academic_policies/general/privacy.pdf

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.)

A form to be completed by off-campus physicians is available at:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

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.

Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

14. University Policy on Cheating and Academic Misconduct

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. 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 nor 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 3135 WSSB, (519) 661-3573, ombuds@uwo.ca.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials,

impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

15. Procedures For Appealing Academic Evaluations

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair: Student Affairs of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken.
4. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

16. Support Services

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.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

Academic Concerns

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

17. Other Issues

Grade Policy

The DAN Department has a grade policy which states that for courses in the 2000-2999 range, the class average must fall between 65% and 72% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

Senate Policy

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at:

http://www.uwo.ca/univsec/academic_policies/index.html

Classroom Polling

For this course, students can provide their personal responses to a variety of polls during lectures (using their laptop or mobile phone). The use of classroom polling in this course is for obtaining students' opinions about various course-related topics and is completely voluntary. That is, the polls will not be marked or scored and will not contribute toward the course grade. Information obtained through the polling will not be used for research purposes.