INTRODUCTION TO ORGANIZATIONAL BEHAVIOR (BUS 260)
Mondays & Wednesdays, 11:30 am-12:45 pm
Location: ED 191

University of Regina
Paul J. Hill School of Business

Professor: Dr. Gordon Pennycook (gordon.pennycook@uregina.ca) [meetings by appointment]
Teaching Assistant: tbd

Overview

This survey course is a broad introduction to the behavior of individuals and groups, with a focus on organizational contexts. That is, this class is focused on human behavior in organizations. Some specific topics that will be covered include personality and learning, motivation, group dynamics, leadership, decision-making, power, and stress/conflict. Throughout the course, a scientific, evidence-based, data-driven approach to understanding behavior in the workplace will be emphasized. We will focus on understanding concepts that have broad applicability.

Resources


Alternative versions of the textbook are available at lower cost (e-textbook, rentals, used old editions etc.). The text is required. Please note that other textbooks sometimes cover materially differently; you will be expected to know the material as it is taught in class and/or presented in the Johns & Saks text.

ONLINE RESOURCES: UR Courses will be extensively used for class updates, lecture outlines, supplementary materials, mark posting, and electronic submissions of writing reflections.

Evaluation Overview

WRITTEN REFLECTIONS
• Reflections are a written paragraph of strictly 250 words or less (inclusive of all text and references)
• Apply a specific concept to understand a personal experience you or someone you know has had
• Reflections will be submitted on UR Courses (via TurnItIn) in Word or PDF format
• Due Fridays at midnight; late reflections will not be marked under any circumstances
• A rubric with details on marking criteria is available later in the syllabus
• All reflections will be marked by a teaching assistant (TA), under my guidance
• Your final overall reflection mark will be calculated from the best 8 of 10 submissions
MIDTERM
• A midterm will be administered in the middle of the semester (for info recall and consolidation purposes)
• It will consistent of 40 multiple-choice questions (1 mark each)
• You are allowed a “cheat sheet” for the midterm – one 8.5×11” page (only the front) for prepared notes. It must be handed in with the midterm for it to be graded.
• No make-up tests – if a test is missed for a valid reason, test weight is allocated to the final exam
• Questions will come from both the lectures and the textbook (with heavier weight on lecture material)

FINAL EXAMINATION
• 60 multiple-choice questions and 3 short-answer questions
• The final exam will only cover material that comes after the midterm
• You are allowed a “cheat sheet” for the final exam – one 8.5×11” page (both the front and back) for prepared notes
• Cheat sheets must be hand-written, and must handed in with your exam for it to be graded

RESEARCH PARTICIPATION
• Up to 2% bonus marks can be earned by participating in research studies in Business Administration. These marks will be added to your final grade provided you have passed the final exam AND passed the class.
• Unfortunately, availability of these opportunities cannot be guaranteed
• For more information about our participant pool and to sign up for the studies, please visit https://www.uregina.ca/business/about-us/participants-pool.html (click on “Sona Systems” to sign up for studies). If you do not have an account, register using your U of R email as ID (this is important as the system will not work with any other email address!) For example, if your email address is smith23k@uregina.ca you should enter smith23k as your User ID (the same User ID you use for URCourses). Do not use your student number (e.g., not 200200041) and do not use your Hotmail, Yahoo, or Gmail account (if you do this the system will reject it!). Please always use your UofR User ID whenever you contact the participant pool coordinator at business.participant.pool@uregina.ca.

FINAL GRADE CALCULATION
• Your final grade will be calculated using the four schemes below
• Your final grade will (automatically) be the highest calculated among the four schemes
• Each scheme emphasizes different components (so you will be rewarded for what you are best at)

<table>
<thead>
<tr>
<th></th>
<th>Balanced</th>
<th>Improvement</th>
<th>Exam-Based</th>
<th>Redemption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections (8/10)</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>30%</td>
<td>20%</td>
<td>30%</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
<td>70%</td>
</tr>
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Class Protocol
CLASS PREPARATION
- Please note that this course is very language-heavy in both teaching and evaluation!
  - Writing reflections are evaluated heavily based on effective writing skills
  - Exam questions are very language-heavy and full of details
- Lecture slides will be provided in full ahead of time
- It is your responsibility to read the chapters to “fill in the blanks” for material not covered in lecture
- I follow the textbook closely; it is a well-written, excellent resource that is very worth purchasing
- You will benefit strongly from reading the chapters assigned before or after class
- I suggest you read this New York Times article about “How to Get the Most Out of College”:

GRADING
- All marks will be posted on UR Courses as quickly as possible (usually within 10 days)
- A mark breakdown (consistent with the rubric below) should guide future improvement
- If you want more detailed or substantive feedback on your reflections, you must contact the TA
- If you feel you have been marked unfairly, I am willing to re-mark, but subject to three conditions:
  - I will only entertain grade changes at the end of the semester (not at all during the semester)
  - You must give detailed written arguments of why you deserve higher marks (with clear evidence)
  - All reflections will be remarked to ensure consistency (and marks can go up or down)

CONTACTING THE INSTRUCTOR
- I am always happy to meet with you! Please email to make an appointment
- I typically aim to respond to all student emails within 24 hours during the week (I do not respond to emails on evenings or weekends, usually)
  - Please note that next-day meetings may not be feasible.

MISSED EVALUATIONS
- There will be no make-up evaluations of any kind
- If the midterm is missed (for valid reasons), its weight will simply be added to the final exam
- If you know you will be unable to complete a reflection near the due date, submit it ahead of time! Unsubmitted reflections will be given a zero.
- Please do not leave submissions to the last minute – if for whatever reason your submission is late (no matter how close to the deadline), it will not be marked

ACADEMIC INTEGRITY
- It is very important that the assessments you hand in are the product of your own work
- Paraphrasing is required for all ideas that are not your own, and you a reference must be provided
- I do not permit the use of direct quotes in assignments (see the rubric below for details)
- Plagiarism and improper referencing are serious academic offenses with grave consequences
- According to Faculty of Business Administration protocol, any plagiarized or non-referenced assignments will be given a zero, and you will be referred to the Associate Dean for discipline

SPECIAL NEEDS
- Students with special needs that might impact class performance should contact the Centre for Student Accessibility to organize accommodations.
- For further information on policies and assistance programs available to students to guarantee equal access to education: http://www.uregina.ca/studserv/disability/servicesavailable.shtml

### Tentative Course Schedule and Due Dates

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Intro to OB</td>
<td>Ch. 1</td>
<td></td>
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<tr>
<td>(Jan 9)</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Research in OB</td>
<td>- Ch. 4</td>
<td>REFLECTION 1 (JAN 25)</td>
</tr>
<tr>
<td>(Jan 14/16)</td>
<td>Values, attitudes, and work behavior</td>
<td></td>
<td>(Values/attitudes/behavior)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Personality Learning</td>
<td>Ch. 2</td>
<td>REFLECTION 2 (FEB 1)</td>
</tr>
<tr>
<td>(Jan 21/23)</td>
<td></td>
<td></td>
<td>(Personality OR Learning)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Perception and attribution I &amp; II</td>
<td>Ch. 3</td>
<td>REFLECTION 3 (FEB 15)</td>
</tr>
<tr>
<td>(Jan 28/30)</td>
<td>Motivation in theory</td>
<td></td>
<td>(Perception/attribution)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Motivation in practice</td>
<td>Ch. 5</td>
<td>REFLECTION 4 (FEB 22)</td>
</tr>
<tr>
<td>(Feb 4/6)</td>
<td>Motivation in practice</td>
<td>Ch. 6</td>
<td>(Motivation in theory/practice)</td>
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<tr>
<td>Week 6</td>
<td>Midterm tips/review/questions class Midterm (Feb 13th)</td>
<td></td>
<td></td>
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<tr>
<td>(Feb 11/13)</td>
<td>Midterm (Feb 13th)</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>NO CLASS – Family Day/Winter Break</td>
<td></td>
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<tr>
<td>(Feb 18/20)</td>
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<tr>
<td>Week 8</td>
<td>[Documentary: How You Really Make Decisions]</td>
<td>Ch. 11</td>
<td>REFLECTION 5 (MAR 1)</td>
</tr>
<tr>
<td>(Feb 25/27)</td>
<td>Decision-making I</td>
<td></td>
<td>(Decision-making)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Decision-making II</td>
<td>Ch. 7</td>
<td>REFLECTION 6 (MAR 8)</td>
</tr>
<tr>
<td>(Mar 4/6)</td>
<td>Group dynamics and teams</td>
<td>Ch. 8</td>
<td>(Group dynamics and teams)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Social influence, socialization, and culture</td>
<td>Ch. 9</td>
<td>REFLECTION 7 (MAR 15)</td>
</tr>
<tr>
<td>(Mar 11/13)</td>
<td>Leadership</td>
<td></td>
<td>(Social influence/socialization/culture)</td>
</tr>
</tbody>
</table>
Week 11  
(Mar 18/20)  
[Movie: Office Space]  

REFLECTION 8  
(MAR 22)  
(Leadership)  

Week 12  
(Mar 25/27)  
Conflict and stress  
Power, politics, and ethics I  
Ch. 13  
Ch. 12  

REFLECTION 9  
(MAR 29)  
(Conflict and stress)  

Week 13  
(Apr 1/3)  
Power, politics, and ethics II  
[Documentary: Smartest Guys in the Room I]  

REFLECTION 10  
(APR 5)  
(Power/politics/ethics)  

Week 14  
(Apr 8/10)  
[Documentary: Smartest Guys in the Room II]  
Final exam review  

FINAL EXAM: April 23rd, 2:00-5:00 pm (location TBA)  

Written Reflection Assignments  

Each reflection involves writing a short paragraph applying one specific concept from the course to understanding (1) a specific and personal experience you or someone you know has had, or (2) a real-world current event or phenomenon.  

For each submission, you must provide the following information at the top of your submission:  

UNIT TOPIC: ___________________________ (e.g., personality, motivation, decision-making)  

SPECIFIC TOPIC: ______________________ (e.g., locus of control, intrinsic motivation, groupthink)  

The purpose of providing this information is so that you clearly address a specific topic in a unit (rather than the broad unit itself, which doesn’t make for a good reflection). If you do not present this information, you will lose a mark.  

The basic structure is to (1) introduce, define, and explain the specific concept of interest from the course (typically in 1-2 sentences), (2) describe your example, with plenty of details (personal or from the “real world”), and (3) explain how the concept from the course allows you to understand or explain your example. Most your reflection space should be allocated to your example (in detail) and tying these details to the concept.  

SUBMISSION: Assignments must be uploaded through UR courses using the TurnItIn portal in either PDF or Word format. All other formats cannot be accepted or read through the system.  

TurnItIn is a site that checks against databases of electronic books and articles, archived webpages, and previously-submitted student papers. The TurnItIn integration within UR Courses has the student data privacy option enabled. This means all users appear as “Student User” within Turnitin.com. Your student name and email address are not sent to TurnItIn from UR Courses.
You are encouraged to submit your assignments in URCourses prior to the due date to take advantage of the TurnItIn originality report feedback. TurnItIn may take up to 24 hours to process. If plagiarism is identified, you may revise your assignment and resubmit to the URCourses. TurnItIn Assignment for follow-up feedback prior to the due date. If you rename your file for each re-submission, the processing time may be decreased because TurnItIn considers it a new file. Turnitin highlights all text that is similar even if it is referenced; this will provide you the opportunity to ensure that your citations are accurate. Note that it is "plagiarism to use even a single sentence (verbatim or with a little paraphrasing) from someone else’s writing without formally acknowledging the source...it is your responsibility to know what plagiarism is and to avoid it in your course work." http://www.uregina.ca/arts/student-resources/avoiding-academic-misconduct/plagiarism.html.

Sharing of Your Private Data
There is the technical possibility that personal information could be harvested by TurnItIn if that information is included within your submission. If you wish to remain completely anonymous, do not include your name, only your student ID#, so that your personal information on your essay looks like this:

123456789 [i.e., your student ID#]
Instructor: Gordon Pennycook
BUS 260
Date

Also, do not include personal information within the filename, only your student number: e.g.,
123456789_BUS260_01.25.2019.docx

LENGTH: The maximum length of your reflection is 250 words (including just the main text – see the online template). You will need to provide a word count on your submission. If you do not provide a word count, or go over the word count, you will lose a mark.

GRADING: Each reflection will be marked out of 10, based on the rubric on the next page. Please note that simply following instructions at a basic level is not enough for a good grade. Please note that some topics are not as conducive to “in-depth” analyses, and so are less likely to result in good grades.

FEEDBACK: All reflections will be marked by a teaching assistant. You will not receive detailed feedback on your assignments by default. If you’d like to receive detailed feedback for any particular reflection, you must email the teaching assistant. Most students do not look at or engage with written feedback, so this is an “opt in” system – if you want feedback, you will need to actively seek it.

TOPICS: Each reflection has a different unit topic (indicated in the course outline and on UR Courses submission links). You will lose a mark for not writing on one of the assigned topics.

LATE ASSIGNMENTS: Late assignments will not be accepted (for any reason). I will not negotiate with students over this requirement.

REFERENCING: Although tedious, referencing is extremely important, for two reasons: (1) You will be assessed on proper referencing throughout your university career, and (2) you will need to
provide references in documents you generate in the “real world” once you get a job so that people can locate your sources. Your reflection must include at least one primary external reference (e.g., the textbook, a journal article, a website, etc.) because the definition of your concept necessarily comes from somewhere other than yourself. This reference must be cited in-text every time an idea you include is not your own. You also must include an end-of-text full reference (in any format, though I strongly encourage use of APA). If your source cannot be clearly identified and located based on your reference, you will receive a zero (for plagiarism). Do not use direct quotations from any source – the concepts are all simple enough that they can be paraphrased. Doing so will result in a mark deduction.

### Written Reflection Assignments: Rubric

The following guidelines will be used to assign marks for your writing reflections. Please note that (1) evaluations are necessarily subjective, and (2) your evaluation is being compared to the quality of work generated by the rest of the class. You will not receive a high grade simply for following instructions (just following instructions at a basic level will get you a mark of 5 or 6) – you will need to show extraordinary writing skill, insight, and analysis to get excellent grades.

Marks will be deducted for the following:

- Not including a unit topic and a specific topic (-1)
- Writing on the wrong topic for the week (-1)
- Going over the 250-word count, or not including a word count (-1)
- Using a direct quotation (-1)
- Using someone else’s words instead of your own (% of words will be converted to marks removed; e.g., 20% of copied words = -2 marks, plus the -1 for using a direct quotation)
- Not including a reference at all (-10)

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Description</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>EXCEPTIONAL</td>
<td>Clear, succinct, and detailed definition of specific OB concept</td>
<td>Highly relevant experience or real-world situation, well summarized</td>
</tr>
<tr>
<td></td>
<td>(Well above average)</td>
<td>Exceptional depth of analysis – more than one facet addressed</td>
<td>Exceptional writing style – no typos, no grammatical errors, great flow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall: Extraordinary analysis and writing style</td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>GOOD</td>
<td>Clear definition of specific OB concept</td>
<td>Relevant experience or real-world situation well summarized</td>
</tr>
<tr>
<td></td>
<td>(Above average)</td>
<td>Very good depth of analysis</td>
<td>Very good writing style – only minor errors (if any), good flow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall: Very good analysis and writing style</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>SATISFACTORY</td>
<td>Clear definition of specific OB concept</td>
<td>Relevant experience or real-world situation summary</td>
</tr>
<tr>
<td></td>
<td>(Meets requirements)</td>
<td>Moderate depth of analysis</td>
<td>Acceptable writing style – some typos or minor grammatical errors</td>
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</tbody>
</table>
The midterm involves 40 multiple-choice questions (worth 1 mark each). It will cover roughly half of the material covered in the semester. **For all multiple-choice questions, you must choose the best answer among the alternatives** (there may be more than one answer that contains some truth, but there always a single best answer).

The midterm will cover both lecture material and textbook material, with an emphasis on lecture material. There will also be a strong emphasis on the application of material (not just recall). For each test, you will be able to bring a **cheat sheet**, consisting of a single 8.5 x 11-inch sheet of paper on which you can include any notes you would like. You can use just the front of the sheet. You can put whatever you like on your cheat sheet, but it **must be handwritten**. You also **must submit your cheat sheet** with your final exam – if it is not handwritten or not submitted with your exam, you will receive a zero.

The final exam involves 60 multiple-choice questions (worth 1 mark each) and 3 short-answer questions (worth 6 marks each). The final exam is **not** cumulative: It covers only the lecture materials and associated textbook chapters that come after the midterm. There will be 10 multiple-choice questions for each of the final six chapters (i.e., those chapters covered after the midterms. **The short-answer questions will be based on the documentaries and movie that we watch in class.**

For the final exam, you will be able to bring a **cheat sheet**, consisting of a single 8.5 x 11-inch sheet of paper on which you can include any notes you would like. You can use both the front and the back of the sheet. You can put whatever you like on your cheat sheet, but it **must be handwritten**. You also **must submit your cheat sheet** with your final exam – if it is not handwritten or not submitted with your exam, you will receive a zero.
STUDY TIPS: Just because you get a cheat sheet doesn’t mean you don’t have to study!
Final exam marks are typically low because students assume that material reflects simple “copy and paste” from cheat sheets.

Common problems that lead to poor marks include (a) not reading the textbook along with course notes, (b) not using posted lecture outlines to guide note-taking and exam review, and (c) not providing enough details for short-answer questions – each question is worth 6 marks, meaning that I need at least 6 separate pieces of information for full marks.

Much of the material in this class is highly intuitive and relatively simple to understand. That doesn’t mean that this material doesn’t have relevant details! Good exam answers require providing details, descriptions, and examples, all of which require study. Many questions also involve applying concepts, not just repeating or recalling information. Understanding how to apply concepts and using them to generate relevant examples will be very useful.