FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR | MBA 760
University of Regina
Kenneth Levene Graduate School of Business

INSTRUCTOR DETAILS
Name: Dr. Justin Feeney
Phone: 306-450-1774 [Cell]
Email: justin.feeney@uregina.ca

CLASS DETAILS
Class Dates: May 11 to May 15
Morning Class Time: 10am to 11:30am
Afternoon Class Time: 1:00pm to 2:30pm
Class Location: UR Courses [via Zoom Link]

COURSE DESCRIPTION
This course is a broad introduction to the behavior of individuals and groups in organizations. Some specific topics that will be covered include personality and learning (psychological fundamentals); motivation; decision-making; leadership; group dynamics; power, politics, and ethics; conflict and stress. Throughout the course, a scientific, evidence-based, data-driven approach to understanding behavior in the workplace will be emphasized.

LEARNING OBJECTIVES AND OUTCOMES
By the end of the course, students will:
• Understand basic individual-level processes that are core to behavior (personality, learning)
• Understand emergent group-level processes in the workplace
• Make more effective, thoughtful, and evidence-based decisions
• Be able to more effectively self-regulate oneself and manage others
• Appreciate the need for a data-driven, evidence-based approach to management
• Understand that experience and intuition are not enough for effective management

COURSE EXPECTATIONS
This course will involve two live webinars per day, case studies, and substantial amounts of discussion in webinar and online discussion forums. **Students are expected to prepare in advance for our webinar sessions and be able to participate in discussions.** This preparation is particularly important given the one-week intensive format. To facilitate this preparation, reading summaries will be due in advance of the in-class portion of the course.

Flexibility: To accommodate students who are unable to attend the live webinar sessions, these sessions will be recorded and posted to UR Courses to be viewed at your convenience. For students who cannot participate live,
you may substitute live discussion with online forum discussion. The trade-off is that more online participation will be required for students who do not attend and participate in the webinars.

**COURSE MATERIALS**

**Online resources**: UR Courses will be extensively used for class updates, lecture slide posting, case assignments, assigned readings, mark posting, and electronic submissions of assignments.

**COURSE ASSESSMENT SUMMARY**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Reading Summaries</td>
<td>25%</td>
<td>May 10</td>
</tr>
<tr>
<td>Case Studies (best 3/4)</td>
<td>25%</td>
<td>May 29 (two weeks after class)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
<td>June 5 (three weeks after class)</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>May 22 (one week after class)</td>
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</table>

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem

**DESCRIPTION OF ASSESSMENTS**

**Reading Summaries** | Students will complete brief (100-150 word) summaries for each of the core readings in the course. These articles are listed in the lecture schedule and have a book icon next to them. These summaries are brief, and in turn, should highlight only the most essential points. These reading summaries can be in point form. Reminder, please put your summaries into your own words. Assignments will be examined through TurnItIn.com.

**Participation** | Participation credit can be accrued in two ways. The first way to attend our webinars and participate in live discussion. The second way is to go to the online discussion forums for each topic and provide substantive replies to questions and other students. A substantive reply is a paragraph of topical content. Students can also engage in both methods if they would really like to maximize this component of the class. Since the current challenges with COVID-19 will mean some students will be unable to attend live classes, participation in online forums will be graded up until May 22nd. This will give everyone in the class the opportunity to participate at their convenience.

**Case Assignments (3/4)** | Students will be assigned to read case studies. For each case study, students will write up answers to case questions specified on UR Courses and upload their assignments online through the TurnItIn.com modules on UR Courses. Students will only be assessed on their best 3 of 4 case assignments. Late assignments will not be graded. Assignments can be completed individually or in groups of 2 or 3.

**Final Examination** | The final (take-home) examination will consist of two essays, each a maximum of 600 words (inclusive of all text). The first essay will require you to find a target newspaper or magazine article reporting on a company doing things well. You will then find (at least) two more newspaper or magazine sources to better understand the company’s situation, and to analyze what organizational behavior principles have contributed to the company’s success. Multiple articles will allow you to synthesize and collate details about the organization. The second essay will follow the same structure, except you will seeking a target newspaper or magazine article reporting on a company doing things poorly. You will also need to find additional resources and collate information for the second essay.
ACADEMIC REGULATIONS

Grading | Please note that marks reflect quality of your work – simply following the instructions at a basic level will not guarantee you a good grade. Marks will be posted on UR Courses as quickly as possible. If you want more detailed feedback on any specific submission, please make sure to email me directly to make an appointment. If you feel you have been marked unfairly on any evaluations, I am willing to re-mark, but subject to three key conditions. First, I will only entertain grade changes at the end of the class, not during. Second, you will need to provide a detailed written rationale of why you feel you were marked unfairly. Third, to ensure consistency, all your evaluations will be re-marked. Random error dictates that mark adjustments will occur in both favorable and unfavorable directions (and these things usually balance out!).

Contacting the Instructor | I am always happy to meet with students! Please email me to make an appointment. I also am happy to respond to email questions regarding the content or the evaluations. I usually response to student emails within 24-48 hours during the working week. However, please note that I do not (usually) respond to emails on evenings or weekends.

Missed or Delayed Evaluations | Any evaluations will be deducted 10% for every day they are late. Please note that all submission links will be available from the beginning of the semester – if you know you will be busy or unable to submit an assignment due to extenuating circumstances, please make sure to submit ahead of the deadline!

Extensions or requests for changes by students to final exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student’s responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student’s responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: https://www.uregina.ca/gradstudies/forms.html

STUDENT RESOURCES

Accessibility Services | If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course https://www.uregina.ca/student/accessibility/. The Centre will advise how you proceed and the required communication with your instructor.

Counseling Services | If any learner is experiencing personal problems which may be affecting their studies, please consider consulting UofR Consulting Services. For more information check here https://www.uregina.ca/student/counselling/services/index.html

Writing Assistance | The Student Success Centre (www.uregina.ca/ssc) offers both on-line resources and in-person tutoring on writing skills.
FACULTY BIOGRAPHY

Justin Feeney received his PhD ('18) from the University of Western Ontario in industrial and organizational psychology, which focuses on how to leverage psychology to manage people in organizations. His research interests concern applying psychological principles from social, cognitive, and personality psychology to solve talent management problems. This includes measuring and reducing deception during pre-employment selection tests (e.g., resumes, personality, interviews), designing fairer and more motivating performance management practices, and improving applicant reactions to the hiring process. Justin’s research is funded by the Social Sciences and Humanities Research Council and the Department of National Defense and has been published in the International Journal of Selection and Assessment, Journal of Personnel Psychology, and Personality and Individual Differences. He also has applied experience working as a talent management consultant for 7 years and is currently working on applied research projects with the Canadian Armed Forces, iQmetrix, and Farm Credit Canada.
## LECTURE SCHEDULE AND READINGS

### DAY 1: FUNDAMENTALS

**Lecture 1: Values, Attitudes, and Work Behavior**
- Ton, Z. Why Good Jobs Are Good for Retailers. *Ivey case book*

**Lecture 2: Individual Differences, Personality, and Learning**

### DAY 2: MOTIVATION

**Lectures 1, 2: Motivation in Theory and in Practice**
- Berg, N. & Fast, N. The Lincoln Electric Company. *Ivey case book*

### DAY 3: DECISION-MAKING

**Lecture: Decision-making**

### DAY 4: LEADERSHIP | CONFLICT AND STRESS

**Lecture 1: Leadership**
- Eames, R. Uber: Kalanick’s Tumultuous Era. *Ivey case book*

**Lecture 2: Conflict and Stress**

### DAY 5: GROUP DYNAMICS | POWER AND POLITICS

**Lecture 1: Group Dynamics**

**Lecture 2: Power and Politics**
# COURSE SCHEDULE

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<tr>
<th></th>
<th>May 6</th>
<th>May 7</th>
<th>May 8</th>
<th>May 9</th>
<th>May 10</th>
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<tbody>
<tr>
<td><strong>Morning Webinar</strong></td>
<td>Fundamentals</td>
<td>Motivation</td>
<td>Decision-making</td>
<td>Leadership</td>
<td>Group Dynamics</td>
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<tr>
<td>10:00am to 12:00pm</td>
<td>Introduction</td>
<td>Motivation</td>
<td>Decision-making &amp;</td>
<td>Conflict and Stress</td>
<td>Power and Politics</td>
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<td>Values, Attitudes,</td>
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<td>Learning</td>
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<td></td>
<td>and Work Behavior</td>
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<td><strong>Lunch Break</strong></td>
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<td>(12:00pm to 1:00pm)</td>
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<tr>
<td><strong>Afternoon Webinar</strong></td>
<td>Personality and</td>
<td>Lincoln Electric</td>
<td>Central Bank Hiring</td>
<td>Uber Case Discussion</td>
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<tr>
<td>1:00pm to 3:00pm</td>
<td>Abilities</td>
<td>Case Study</td>
<td>Case Discussion</td>
<td>Discussion</td>
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<td>Power and Influence</td>
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