



Course Outline

Faculty of Arts and Social Science, Huron University College

1.0 BASIC COURSE INFORMATION

MANAGEMENT AND ORGANIZATIONAL STUDIES 2181A 550 HUC

Organizational Behavior – MOS 2181A 550 HUC

Summer 2022

Day	Time	Location
MTWR	9:30 a.m. – 12:30 p.m.	Zoom

Instructor: Dr. Georgette Zinaty

E-Mail: gzinaty@uwo.ca

Webpage: <http://owl.uwo.ca> (you need to use your UWO login id and password)

Phone: 6474497730 (EST)

Office Hours: By appointment (EST) (Please send me Zoom invite)

NOTE: Lectures will highlight certain aspects of the chapter and elaborate on others. I DO NOT TEACH TO THE TEXTS. You are responsible for reading, considering, and applying the material in the chapter and the supplementary material presented during the lecture.

EQUITY, DIVERSITY, AND INCLUSION

The inclusion of all people is a key commitment of this course and society more broadly. This course is a safe space of learning and aims to provide an inclusive environment for diverse peoples and ideas to inform out thinking. Diversity in thinking and in ideas is valued in society and in this course. Practices of respect of other in space and in thinking, use of preferred gender-neutral language, and practices related to inclusive collaborative work are expected and will be supported in this course. Definitions of inclusion, equity, and diversity and related resources are found in an OWL link in your course.

OWL

- The course website on OWL will be used for course announcements, content (articles for reading), assignment submissions, and grade management.
- You are responsible for checking OWL and your UWO mail regularly for course communications.

- All course assignments must be submitted through OWL and plagiarism software will be used (Turnitin).

2.0 CALENDAR COURSE DESCRIPTION

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

Antirequisite (s): The former MOS 2180

Prerequisite(s): Enrolment in BMOS Program.

3.0 COURSE OBJECTIVES

This course introduces the student to multidisciplinary approaches to human behaviour in organizational settings. Attention will be paid to both public and private sector organizations. This course uses a variety of teaching methods. Lecture sessions are coupled with experiential learning techniques (e.g., cases, role plays, simulations, and discussion groups) and audio-visual materials to facilitate understanding of the concepts of the course and to demonstrate their application to contemporary management situations typically encountered in organizations.

The course addresses four key topic areas:

- 1) *Understanding individuals and teams in the workplace.* To function in today's changing workplace, you need to understand individual differences, motivation, and rewards, and working in groups. You will begin working in groups during this part of the term.
- 2) *Communication effectiveness:* Important aspects of working with others include knowing how to effectively (a) communicate, give feedback, make decisions, handle conflict, and negotiate. You will learn how to deal with conflict and communicate feedback to others during this part of the term, and in the process of working on your group project, where you will experience many opportunities for negotiation.
- 3) *Designing and changing organizations.* Organizations are not fixed entities carved in stone. Rather, effective organizations adjust their design to accommodate the goals of the organization. You will learn about organizational structure, job design, culture, and change during this part of the term.
- 4) *Leading others.* One important aspect of being a manager is understanding how to lead others. During this part of the term, you will learn about leadership and power, and then reflect on how to lead effectively, whether or not you are the formal leader.

3.0 LEARNING OUTCOMES

1. Investigate theoretically, through research and experientially conceptual frameworks, methodological approaches, and analytical skills which are useful in increasing your understanding of organizational behaviour
2. Practice individually in groups working through workplace challenges
3. Use analytical thinking and creativity to consider significant issues facing organizational stakeholders, now and in the future

4.0 COURSE EXPECTATIONS

1. **Attendance:** Students are expected to attend the zoom classroom lectures. If this is not possible, you are responsible for reviewing the course materials and consulting with me regarding how to remain current in the learning schedule.
2. **Preparation:** Students are expected to have accessed and read all assigned materials and activities (texts, readings, etc.) **prior to classes.**
3. **Contribution:** Individual contributions may consist of posing and responding to questions; interrogating scholarly literature sources, analyzing, and contextualizing course content, summarizing key concepts; engaging in class discussions, presenting relevant additional references, examples, situations, and otherwise enriching the learning experience in the class in meaningful ways.
4. **Group Work:** In this course you will be assigned to a group for the purpose of working together on class activities. The group is expected to manage all of its organizational/logistical (when, where, how) and work assignment tasks with fairness and respect. All members are expected to contribute equitably.

5.0 COURSE MATERIALS

This course uses only open educational resources. There are no costs for course materials for this course. All required reading materials are located on the OWL site

5.1 DAILY AND WEEKLY READINGS

Refer to the daily and weekly readings (posted on OWL) and other open educational resources related to the weekly topics.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this

course or written special permission from your Dean to enroll in it, you may 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.

6.0 METHOD OF EVALUATION

Evaluation	Percentage	Date/Time/Location	Information
Discussion Questions	6 x 5% = 30%	Must be submitted to the appropriate discussion room	Apply the assigned readings as well as independent sources and integrate into the topic and apply.
Group Presentation – “Project Utopia” (presentation and submission of document)	30%	Last week of classes	Participation by all group members. Application and interpretation of scholarly literature.
Reflective Essay	30%	Post-class (submission date to be announced in class)	Provided in class
Class Participation	10%		

7.0 COURSE SCHEDULE

Date	Topics	Required Readings
-------------	---------------	--------------------------

Day 1	<p>Lecture and Discussion:</p> <ul style="list-style-type: none"> • Course overview • Current issues related to the topics from the readings • Significance of critical thinking and the contribution of scholarly research toward explaining real-world experiences of organizational behaviour 	
	A Framework for Organizational Analysis	<p>Rainey, H.G., (2015). <i>Understanding and Managing Public Organizations, Fifth Edition</i>: Jossey-Bass, pp.11-12. (framework is posted on OWL course site)</p>
	Organizational Behaviour and Management	<p>Diab-Bahman, R. & Al-Enzi, A. (2020). The impact of COVID-10 pandemic on conventional work settings. <i>International Journal of Sociology and Social Policy</i>, Emerald Publishing Limited.</p> <p>Rayner, J., Lawton, A., & Williams, H. (2012). Organizational citizenship behavior and the public service ethos: whither the organization? <i>Journal of Business Ethics</i>. 106, (2) (03): 117-130, https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/929156324?accountid=15115</p> <p>Gorenak, M., & Ferjan, M. (2015). The influence of organizational values on competencies of managers. <i>E+M Ekonomie a Management</i>, 18(1), 67+. Retrieved from https://link-gale-com.proxy1.lib.uwo.ca/apps/doc/A405483960/AONE?u=lond95336&sid=AONE&xid=0336a82c</p>
Day 2	Leadership Theories	<p>Anderson, H. J., Baur, J. E., Griffith, J. A., & Buckley, M. R. (2017). What works for you may not work for (Gen)Me: Limitations of present leadership theories for the new generation. <i>The Leadership Quarterly</i>, 28(1), 245–260. https://doi.org/10.1016/j.leaqua.2016.08.001</p> <p>Antonakis, J., & House, R. J. (2014). Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. <i>The Leadership Quarterly</i>, 25(4), 746–771. https://doi.org/10.1016/j.leaqua.2014.04.005</p> <p>Adler, A. B., Saboe, K. N., Anderson, J., Sipos, M. L., & Thomas, J. L. (2014). Behavioral health leadership: new directions in occupational mental health. <i>Current Psychiatry Reports</i>, 16(10), 1–7. https://doi.org/10.1007/s11920-014-0484-6</p>

Day 3	Organizational Configurations	<p>Janićijević, N. (2017). Organizational models as configurations of structure, culture, leadership, control, and change strategy. <i>Ekonomski Anali / Economic Annals</i>, 62(213), 67–91. https://doi-org.proxy1.lib.uwo.ca/10.2298/EKA1713067J</p> <p>Short, J. C., Payne, G. T., & Ketchen Jr, D. J. (2008). Research on organizational configurations: Past accomplishments and future challenges. <i>Journal of management</i>, 34(6), 1053-1079.</p> <p>Kozlowski, S. W. J. (2018). Enhancing the effectiveness of work groups and teams: a reflection. <i>Perspectives on Psychological Science</i>, 13(2), 205–212. https://doi.org/10.1177/1745691617697078</p>
Day 4	Organizational Goals and Effectiveness	<p>Price, J. (1972). The Study of Organizational Effectiveness. <i>The Sociological Quarterly</i>, 13(1), 3-15. Retrieved August 9, 2021, from http://www.jstor.org/stable/4105817</p> <p>Izhar, T. A. T., Torabi, T., & Bhatti, M. I. (2017). An ontology-based goal framework to evaluate the level of the organizational goals achievement. <i>International Journal of Organization Theory & Behavior</i>.</p> <p>Rainey, H.G. & Steinbauer, P. (1999). Galloping elephants: developing elements of a theory of effective government organizations, <i>Journal of Public Administration Research and Theory</i>, 9(1).</p>
Day 5	Trust in the Workplace	<p>Gould-Williams, J. (2003). The importance of HR practices and workplace trust in achieving superior performance: a study of public-sector organizations. <i>International Journal of Human Resource Management</i>, 14(1), 28–54. https://doi-org.proxy1.lib.uwo.ca/10.1080/09585190210158501</p>
	Organizational Climate and Culture	<p>Schulte, M., Ostroff, C., Shmulyian, S., & Kinicki, A. (2009). Organizational climate configurations: Relationships to collective attitudes, customer satisfaction, and financial performance. <i>Journal of Applied Psychology</i>, 94(3), 618-634. http://dx.doi.org.proxy1.lib.uwo.ca/10.1037/a0014365</p> <p>Dauber, D., Fink, G., & Yolles, M. (2012). Organizational models as configurations: a configuration model of organizational culture. <i>SAGE Open</i>, 2(1), 215824401244148–. https://doi.org/10.1177/2158244012441482</p> <p>Belias, D. & Koustelios, A. (2014). The impact of leadership and change management strategy on organizational culture.</p>

		<i>European Scientific Journal</i> , Vol. 10: No.7. 451-470.
Day 6	Motivation	<p>Taylor, J. (2014), Public service motivation, relational job design, and job satisfaction in local government. <i>Public Admin</i>, 92: 902-918. doi:10.1111/j.1467-9299.2012.02108.x</p> <p>de Gennaro, Davide. (2018). Transformational leadership for public service motivation. <i>Journal of Economic and Administrative Sciences</i>. 1-11. 10.1108/JEAS-06-2018-0075.</p> <p>Siti Nur Syahirah, M. A., & Valliappan, R. (2019). Communicating shared vision and leadership styles towards enhancing performance. <i>International Journal of Productivity and Performance Management</i>, 68(6), 1042-1056. http://dx.doi.org.proxy1.lib.uwo.ca/10.1108/IJPPM-05-2018-0183</p>
Day 7	Diversity and Equality	<p>Visagie, J. Linde, H., Havenga, W. (2011). Leadership competencies for managing diversity. <i>Managing Global Transitions</i>.9(3). 225-247.</p> <p>Balda, J., & Mora, F. (2011). Adapting leadership theory and practice for the networked, millennial generation. <i>Journal of Leadership Studies</i>, 5(3), 13–24. https://doi.org/10.1002/jls.20229</p> <p>Sharma, A. (2016) Managing diversity and equality in the workplace, <i>cogent business & management</i>, 3:1, https://doi.org/10.1080/23311975.2016.1212682</p>
Day 8	Organizational Power and Politics	<p>Kanter, R. (1979). Power failure in management circuits. <i>Harvard Business Review</i>, 57(4), 65–75. http://search.proquest.com/docview/227830569/</p> <p>Casciaro, T. & Lobo, M.S. (2005). Competent jerks, lovable fools, and the formation of social networks. <i>Harvard Business Review</i>, 83(6):92-149.</p> <p>Treadway, D. C., Breland, J. W., Williams, L. M., Cho, J., Yang, J., & Ferris, G. R. (2013). Social influence and interpersonal power in organizations: roles of performance and political skill in two studies. <i>Journal of Management</i>, 39(6), 1529–1553. https://doi.org/10.1177/0149206311410887</p>
Day 9	Strategic Communications	<p>Hallahan, K., Holtzhausen, D., Ruler, B. V., Verčič, D., & Sriramesh, K. (2007). Defining strategic communication. <i>International Journal of Strategic</i></p>

		<p><i>Communication</i>, 1(1), 3–35. doi: 10.1080/15531180701285244</p> <p>Spaho, K., M.A. (2010) <i>Organizational communication as key factor of company success</i>. University of Zagreb, Faculty of Economics and Business.</p> <p>Dudley, A., & Johnson, D. (2017). Examining the legal consequences of improper use of social media sites in the workplace. <i>Social Computing and Social Media. Human Behavior</i>, 307–316. https://doi.org/10.1007/978-3-319-58559-8_25</p> <p>Vergheese, A. K. (2017). Internal communication: practices and implications. <i>SCMS Journal of Indian Management</i>, 14(3).</p>
Day 10	Stress, well-being, and productivity	<p>Page, K. M., Milner, A. J., Martin, A., Turrell, G., Giles-Corti, B., & LaMontagne, A. D. (2014). Workplace stress: what is the role of positive mental health? <i>Journal of Occupational and Environmental Medicine</i>, 56(8), 814–819. https://doi.org/10.1097/JOM.0000000000000230</p> <p>Stansfeld, S., & Candy, B. (2006). Psychosocial work environment and mental health - a meta-analytic review. <i>Scandinavian Journal of Work, Environment & Health</i>, 32(6), 443–462. https://doi.org/10.5271/sjweh.1050</p>
	Managing change	<p>Agocs, C. (1997). Institutionalized resistance to organizational change: denial, inaction, and repression. <i>Journal of Business Ethics</i>. 16: 917-931.</p> <p>Lozao, R. (2013). Are companies planning their organisational changes for corporate sustainability? An analysis of three case studies on resistance to change and their strategies to overcome it. (2013). <i>Corporate Social Responsibility and Environmental Management</i>, 20(5), 275–295. https://doi.org/10.1002/csr.1290</p> <p>Lunenburg, F. C. (2010, September). Forces for and resistance to organizational change. <i>National Forum of Educational Administration and Supervision Journal</i>, 27(4), 1-10</p>
Day 11	Conflict and Negotiation	<p>Clardy, A. (2018). Managing organizational conflict: towards a comprehensive framework of outcomes, practices, and competencies. <i>Performance Improvement (International Society for Performance Improvement)</i>, 57(10), 10–25.</p>

		<p>https://doi.org/10.1002/pfi.21810</p> <p>Ayoko, O. B. (2016). Workplace conflict and willingness to cooperate. <i>International Journal of Conflict Management</i>, 27(2), 172-198.</p> <p>http://dx.doi.org.proxy1.lib.uwo.ca/10.1108/IJCMA-12-2014-0092</p>
Day 12	<p>Brining it all together:</p> <p>Exercise - “When I am the leader”</p> <p>Low, K. (2011). ‘Inner Leadership – What it takes to be a leader?’ <i>Business Journal for Entrepreneurs</i>, (4, 10 -15, 2011, Available at SSRN: https://ssrn.com/abstract=1975199</p> <p>Richardson, A. (2013). How to be a leader with edge. <i>Management Services</i>, 57(4), 28-29. https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/trade-journals/how-be-leader-with-edge/docview/1491430955/se-2?accountid=15115</p> <p>Project Utopia Presentations</p> <p>Closing discussion, course feedback process, and reflective self-evaluation</p> <p>Take-aways</p> <p>Instructions for essay</p>	

8.0 STANDARD FASS REGULATIONS



Appendix to Course Outlines: Academic Policies & Regulations Summer 2022

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may 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.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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 for such checking 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 the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult **Huron Academic Advising** at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.