

# SEM 301: Behaviour in Organizations

Winter Term, January-April 2022

Department of Strategy, Entrepreneurship, and Management  
Alberta School of Business, University of Alberta

## Faculty

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## Class Information

<u>Section</u>	<u>Meeting Times</u>	<u>Room</u>
B1	Monday Wednesday 8:30AM - 9:50AM	BUS 3-05 (or Zoom)

eClass course website: <https://eclass.srv.ualberta.ca/course/view.php?id=75052>

## Course and Learning Objectives

The purpose of this course is to introduce students to the field of organizational behaviour. Topics such as individual difference, work motivation, teamwork, leadership, power, decision making, and organizational justice will be discussed. This course will expose students to a set of conceptual frameworks and methodological approaches for understanding and managing individual and group behaviour in work settings. Lectures, class participation, and group work will be the primary modes used to facilitate learning. The experiential activities (e.g., case analyses) will illustrate practical application of chapter concepts to the workplace.

In addition to introducing the major topics within the field of organizational behaviour, SEM 301 aspires to incorporate the following learning goals: *critical thinking, global awareness, oral communication, teamwork, and written communications*. These learning goals in SEM 301 are measured by the following assessments: (a) Exams will assess *knowledge acquisition, critical thinking, and written communication*; (b) the Group project will assess *research skills, knowledge acquisition, critical thinking, organizational and time-management skills, oral communication, and teamwork*.

## Required e-Textbook (also available in print form)

Colquitt, J.A., LePine, J.A., Wesson, M.J., & Gellatly, I.R. (2019). *Organizational Behaviour: Improving Performance and Commitment in the Workplace*. 4<sup>th</sup> Canadian Edition. McGraw-Hill Education.

CONNECT website: <https://connect.mheducation.com/class/1-xie-sem-301---winter-2022>

Please see CONNECT registration information on eClass.

## Method of Instruction

The method of instruction will be a blend of lectures and application exercises (e.g., case analyses and group discussions). Students are expected to prepare for each class (i.e., read the assigned readings). Course materials such as lecture slides and handouts will be posted on eClass before each class. Regular attendance of lectures is strongly recommended but is at the discretion of the student. Please note that all course materials and all of the readings are potentially testable.

## Scheduled Evaluation Components and Weighting

Exam #1 (Monday, February 7th)	25%
Exam #2 (Wednesday, March 9th)	25%
Exam #3 (Wednesday, April 6th)	25%
Video Project (Wednesday, March 23rd)	25%

## Evaluation Criteria

**Exams.** There are three scheduled exams. The specific chapters tested on each exam are specified in the topic outline. Together, the three exams will be worth 75% of your final mark (25% each). Make-up exams are not allowed unless you have a valid, documented medical or personal excuse AND you inform the instructor of your absence BEFORE the exam. In such a case, special arrangements may be made, as determined by the instructor. No arrangements can be made AFTER the exam.

**Video Project.** In Week 3, students will be organized into project groups (about 6-7 per group). Once formed, each group will be assigned one focal concept from the course (e.g., team processes; leadership styles; organizational culture). To begin, brainstorm and try to find everyday examples of your focal concept from popular culture, visual media (e.g., past or present television series; current movies). Please do NOT choose clips from reality TV shows, sporting events, interviews with academics, consultants, or experts, user-generated content posted on social media (e.g., YouTube, TikTok, Snapchat), or any other non-fictional sources. Do NOT use any movie references in the textbook (current or previous editions). There are ample fictional sources to work with. Next, your collective task will be to produce a **15-minute (no more; no less) video presentation**, and submit this assignment along with your reference document to the instructor on or before **Wednesday, March 23rd, 11:59pm**. In this video, 3 minutes should be allocated to the actual clip(s), accompanied by a 12-minute analysis. Your analysis must provide context for the clip, describe what the characters are demonstrating and why, connect what we are seeing in the clip(s) with the relevant material in the textbook chapter, and talk about any lessons learned. To record your video, use the device you are most comfortable with (e.g., cell phone camera, point and shoot camera with video capabilities), however, any text you display, the clip you play, and your virtual appearance must be clearly identifiable. It is recommended that each group store your presentation and reference documents on Google Drive and email me the link to the files. Further details of the procedures to complete the group project and the grading rubric will be provided in due course. Please note that marks for this component of the course will be primarily based on your recorded presentation. The group video project will be worth 25% of your final mark.

**Attendance and Class Participation.** Students are expected to attend and prepare for class each week, such as reading the assigned material prior to class. Students are also encouraged to participate during the class, providing helpful and relevant commentary, and/or responding when the instructor seeks input for in-class work (e.g., discussions, exercises). However, attendance is not mandatory for this class. If you cannot attend class, it is YOUR responsibility to make up for what you missed.

**Policy on Recorded Materials**

Audio or video recording of live Zoom lectures, breakout room discussions, guest speaker series, or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

**Impact of Enhanced Campus Safety Measures**

Given the evolving safety requirements, students need to be aware of and prepare for potential changes in course schedule and mode of delivery that may occur at any time during the term. It is expected that every member of this course regularly checks the latest university guidelines on campus safety measures: <https://www.ualberta.ca/covid-19/campus-safety/safety-measures-general-directives/index.html>

The University currently requires all students, faculty, and staff to wear masks or facial coverings at all times in all indoor common-use spaces. For in-person lectures, you are supposed to maintain appropriate social distancing where possible while in the classroom and avoid congregating around entrances before or after class sessions. If you feel unwell or sick, you should consult appropriate health services.

**The University of Alberta Grading System**

Evaluation will be completed and expressed in raw scores (i.e. points or percentages) throughout the course. Letter grades will be assigned only to the final distribution of mark totals for the course. Student grades will be determined based on a combination of absolute achievement and relative performance in this class and remain unofficial until approved by Faculty Council or its designate (i.e. Associate Dean).

Final grades in this class will follow generally the guidelines laid down by the University for the distribution of grades in a 3rd year class (B average). Grading is therefore similar to a curve, although this normally works to students' advantage given that raw scores are usually on the low side.

See <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=101>

**Academic Integrity, Honesty, and Plagiarism**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <https://www.ualberta.ca/governance/media-library/documents/resources/policies-standards-and-codes-of-conduct/cosb-updated-july-1-2020.pdf>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

**Commitment to Equity, Diversity, and Inclusion**

The University of Alberta is dedicated to achieving a more diverse, equitable, accessible, and inclusive environment for all. As such, this class aims to foster an inclusive learning environment that promotes and values a diversity of thoughts and perspectives, and respects personal identities and experiences.

**Week/Topic Outline**

Week 1	January 5	<b>What is Organizational Behaviour?</b> Read: Syllabus & Chapter 1 <u>Wednesday</u> : Course Outline; Exercise (Is OB Common Sense?)
Week 2	January 10 and 12	<b>Job Performance</b> Read: Chapter 1 & 2 <u>Monday</u> : Chapter 1 Overview <u>Wednesday</u> : Chapter 2 Overview; Case/Exercise (GE)
Week 3	January 17 and 19	<b>Organizational Commitment/Video Project</b> Read: Chapter 3 <u>Monday</u> : Chapter 3 Overview <u>Wednesday</u> : Project Group Assignment/Topics; Case (PwC)
Week 4	January 24 and 26	<b>Personality, Cultural Values and Ability</b> Read: Chapter 4 <u>Monday</u> : Chapter 4 Overview (part 1) <u>Wednesday</u> : Chapter 4 Overview (part 2); Case (Chicago Cubs)
Week 5	January 31 and Feb 1	<b>Job Satisfaction</b> Read: Chapter 5 <u>Monday</u> : Chapter 5 Overview (part 1) <u>Wednesday</u> : Chapter 5 Overview (part 2); Case (Zappos)
Week 6	February 7 and 9	<b>Stress/EXAM #1</b> Read: Chapter 6 <u>Monday</u> : EXAM #1 (Chapters 1–5) <u>Wednesday</u> : Chapter 6 Overview
Week 7	February 14 and 16	<b>Motivation</b> Read: Chapter 7 <u>Monday</u> : Chapter 7 Overview (part 1) <u>Wednesday</u> : Chapter 7 Overview (part 2)

**READING WEEK (February 22 to 25)**

Week 8	February 28 and Mar 2	<b>Trust, Justice, and Ethics</b> Read: Chapter 8 <u>Monday</u> : Chapter 8 Overview (part 1) <u>Wednesday</u> : Chapter 8 Overview (part 2); Case/Exercise
Week 9	March 7 and 9	<b>Learning and Decision Making /EXAM #2</b> Read: Chapter 9 <u>Monday</u> : Chapter 9 Overview <u>Wednesday</u> : EXAM #2 (Chapters 6–9)

Week 10	March 14 and 16	<b>Team Characteristics and Processes</b> Read: Chapter 11 <u>Monday</u> : Chapter 11 Overview (part 1) <u>Wednesday</u> : Chapter 11 Overview (part 2)
Week 11	March 21 and 23	<b>Power, Influence, and Negotiation</b> Read: Chapter 12 <u>Monday</u> : Chapter 12 Overview <u>Wednesday</u> : <b><u>Video Project Due Today</u></b> (no formal class)
Week 12	March 28 and 30	<b>Leadership Styles and Behaviour</b> Read: Chapter 13 <u>Monday</u> : Chapter 13 Overview <u>Wednesday</u> : Self-Directed Study (no formal class)
Week 13	April 4 and 6	<b>Organizational Culture and Change/EXAM #3</b> Read: Chapter 15 <u>Monday</u> : Chapter 15 Overview <u>Wednesday</u> : EXAM #3 (Chapters 11, 12, 13, and 15)