
Business 9806 – Individuals & The Organization

Winter 2023

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Wednesdays 9:00 a.m. – 12:00 p.m. EST
Location: Ivey 2120
(12 Sessions)

INTRODUCTION

Welcome to our seminar on Individuals and the Organization! While I have organized the topics and assignments, seminars are co-created by all those involved through our discussions in class. Please keep in mind that you will get out what you put into a seminar. If everyone in class puts in their best efforts, we will all get out more than we would if we just read the assigned articles alone. I am very much looking forward to facilitating our discussions of Micro OB topics, and I hope you are too!

COURSE DESCRIPTION

This course is designed to introduce students to a selection of important topics in Organizational Behavior (OB), with a specific focus on individuals within organizations. Students are expected to gain awareness of the main OB research topics, as well as the key constructs, theories, measurements, methods, analyses, recent findings, and knowledge gaps within each topic. Students entering this course should already have general knowledge about research methods used in organizational science (e.g., theory development, hypothesis testing, etc.).

COURSE OBJECTIVES

1. Identification of core OB topics, constructs, theories, and methods.
2. Identification of OB research limitations and ways to improve upon prior limitations.
3. Logical integration of OB topics to identify new, impactful research questions.
4. Written and verbal communication of the OB literature and related new research questions.
5. Constructive review of peers' writing and presentation skills.

METHODS OF EVALUATION

Course grades will be based on the following weighted criteria:

- Contribution (10%)
- Discussion Leadership (10%)
- Weekly Assignments (30%)
- Extended Literature Review (30%)
- Presentation (10%)
- Peer Feedback (10%)

Contribution is worth 10% of your grade and refers to in-class verbal statements that enhance or add value to the learning of others. The majority of our class time will be spent discussing assigned articles, and so, much of your learning will come from these in-class discussions. Therefore, it is expected that all students will come prepared to discuss all assigned articles and answer both the discussion leader's and my questions about the readings. Contribution will be assessed during each class session for each student and is distinct from discussion leadership (see next category).

Discussion leadership is worth 10 % of your grade and refers to facilitation of in-class discussion of one particular assigned article. Each class session, I will randomly choose one student to take the lead on one or more of the assigned articles. This student should briefly summarize the article, including its research question, methods & results (if empirical), propositions & insights (if theoretical or qualitative review), and main contribution to the literature. Then, the student should ask their peers 3 – 5 critical thinking questions about the article. These questions should spark discussion and debate and do not necessarily need to have an identifiable "right" answer. Students will not know in advance which article they will be randomly assigned as a discussion leader for, so they should come to class prepared to lead discussion for all assigned articles.

Weekly Assignments are worth 30% of your grade and are due by 8:00 AM EST on the morning of each class session. Each week, students should review the current week's assigned readings, and then develop a research question based on their review. These assignments will function as mini literature reviews. The goal is to summarize the weeks readings while crafting a narrative of the current research on a topic that builds to the necessity of your research question. Each assignment should be no more than 500 words (about 2 pages double-spaced, 12 pt. Times New Roman font with 1-inch margins). One optional figure can be included (e.g., a box an arrow model). References should be included in-text as well as in a formal reference page (not included in word count) in APA style. Students can also incorporate additional articles or literatures beyond the assigned weekly readings if that enhances their formulation of a research question. Students can skip up to 2 of these weekly assignments. So, students will be graded on 10 weekly assignments total during the semester. Students can choose which 2 weeks they would like to skip the weekly assignment, but I recommend skipping the last 2 weeks to allow for additional time spent on preparing your presentations and extended literature review.

The **Extended Literature Review** is a writing assignment worth 30% of your grade and is meant to help students prepare for the OB comprehensive exam. Students should choose 1 – 3 literatures to review. Reviews should identify key constructs, theories, measures, methods, and findings. If more than one literature is reviewed, the integration of multiple literatures should also be explored (e.g., complementary or competing logics, gaps, insights, paradoxes, paradigm shifts, etc.). The resulting review should walk the reader through basic foundational knowledge into dilemmas, tradeoffs, gaps, insights, integrations, or paradoxes that culminate in a new and impactful research question. This

question should logically stem from the preceding review and clearly add value to the research area (if eventually answered). Students do not need to write a methods section for this assignment, but they are encouraged to think about potential methodology for testing their question in case this topic comes up during their presentation (it is highly likely that this topic will come up during Q&A after your research presentation!). A full rough draft of the extended literature review is due on March 15th at 5 PM EST to allow ample time for peer review. The final draft of the extended literature review is due on April 8th at 5 PM EST. The review should be no more than 20 pages (including a brief introduction [1 – 2 pages] and conclusion [1 page], but not including reference pages, tables, or figures) double-spaced, 12 pt. Times New Roman font with 1-inch margins. References should be included in-text as well as in a formal reference page in APA style.

Two short **Presentations** (including responses to audience questions) will be worth 10% of your grade. Students will have 2 opportunities (in week 11 and 12) to present their literature review in short 5 – 6-minute presentations during class. The short duration is meant to mimic the amount of time allotted to the introduction and literature review in a 20-minute conference presentation of a full paper. Students should summarize their extended literature review, making sure to lead their audience through a clear narrative about what is known in the literature, what problems/issues/insights/paradoxes have emerged, and what is the next more important research question to be answered in this literature. The presentation should accurately reflect the reviewed literature(s), engage the audience, and convince the audience that the proposed research question is important. Students will receive peer feedback on their week 11 presentation and are expected to incorporate this feedback into their week 12 presentation.

Peer feedback will be given for the rough draft of the extended literature review and the week 11 presentation. This feedback is worth 10% of your grade. Feedback should be respectful and constructive, focusing on what your peer did right and what changes they should make to most improve their work. Similar to a peer review of a research paper, students should not use a “shotgun” approach aimed at pointing out every single error or shortcoming. Rather, the peer reviewer should point out major areas of success, a few major areas for improvement, and (if applicable) a few minor areas of improvement. Peer reviewers should also keep in mind how some advice (if taken) will negate other issues (e.g., cutting an entire section to give more detail in another will negate the need to reorganize the cut section). These issues should be thought through before finalizing advice to your peers.

Late Work

Students should make every effort to meet the deadlines in the syllabus, especially those that are linked to in-class presentations and peer reviews. If a student needs an accommodated deadline, they should communicate with the professor before the original deadline has passed to agree upon a new deadline. Late work that has not been explicitly excused by the professor in advance of the original deadline will not be accepted and will result in grade of zero. Students with missing assignments will earn a final grade of incomplete until assignments are made up according to the professor’s instruction.

Illness-related absences from class and those resulting in late or missing assignments should be reported to the Ph.D. program office/coordinator and the professor so that reasonable accommodations can be made. Students with missing assignments will earn a final grade of incomplete until assignments are made up according to the professor’s instruction.

Non-illness absences from class and those resulting in late or missing assignments will result in zeroes for the affected grade, unless otherwise excused by the Ph.D. program office/coordinator/professor. Students with missing assignments will earn a final grade of incomplete until assignments are made up according to the professor's instruction.

COURSE SCHEDULE/ATTENDANCE

Students are expected to attend all class sessions. Each class will consist of discussion on assigned readings. You are required to read the assigned articles before each class. You are also expected to complete and turn in your weekly assignment by 8 AM EST on the morning of each class session (except for the two weeks you choose to skip the assignment). During the class discussion, you are expected to contribute to the learning of the group by offering valuable ideas, knowledge, and perspectives.

MATERIALS/REQUIRED READING

There is no required textbook for this course. Required readings will be posted Learn for each class session. Optional readings may be listed to enhance students' knowledge on a particular topic, but these optional readings will not be covered in class.

ENROLLMENT RESTRICTIONS

Enrollment in this course is restricted to graduate students in the Ivey PhD Program, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

COURSE TIMELINE AND FORMAT

Session	Date	Topic	Assignments
1	Jan. 11	Traits	Weekly Assignment due by 8 AM EST ¹
2	Jan. 18	States & Affect	Weekly Assignment due by 8 AM EST
3	Jan. 25	Identity	Weekly Assignment due by 8 AM EST
4	Feb. 1	Motivation	Weekly Assignment due by 8 AM EST
5	Feb. 8	Cognition & Decision-Making	Weekly Assignment due by 8 AM EST
6	Feb. 15	Attitudes	Weekly Assignment due by 8 AM EST
	Feb. 22	***Spring Break***	
7	Mar. 1	Positive Behaviors	Weekly Assignment due by 8 AM EST
8	Mar. 8	Deviance & Aggression	Weekly Assignment due by 8 AM EST
9	Mar. 15	Wellbeing & Stress	Weekly Assignment due by 8 AM EST Extended Lit Review 1 st Submission due by 5 PM EST
10	Mar. 22	Learning & Sensemaking	Weekly Assignment due by 8 AM EST Peer Feedback due by 5 PM EST
11	Mar. 29	Teams & Leadership	Weekly Assignment due by 8 AM EST In-class Presentation Peer Feedback due by 5 PM EST
12	Apr. 5	Culture & Socialization	Weekly Assignment due by 8 AM EST In-class Presentation
-	Apr. 8	***End of Semester***	Extended Literature Review Final Submission Due @ 5 PM EST

¹ Students may skip two weekly assignments during the semester. It is recommended that they skip the last two weeks.

ACADEMIC OFFENCES: PLAGIARISM AND ACADEMIC INTEGRITY

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

<https://grad.uwo.ca/administration/regulations/13.html>

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>).

SUPPORT SERVICES: HEALTH AND WELLNESS

Students who are in emotional/mental distress should refer to Health and Wellness at Western University <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help. Additionally, students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), program coordinator or other relevant administrators in their unit.

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. See <https://www.uwo.ca/health>.

ACCESSIBLE EDUCATION WESTERN (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

A FINAL WELCOME AND REQUEST OF STUDENTS

I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. I consider this classroom to be a place where you will be treated with respect. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. If it is appropriate to our learning and you feel comfortable doing so, I ask that you share your unique point of view as we explore the course content.