



**I. COURSE DESCRIPTION:**

Organization behaviour examines what makes people “tick” at work. It draws from many behavioural and social sciences. This course will attempt to provide an overview of these influences, paying particular attention to those employee behaviours which management can influence.

Traditionally, organizational behaviour (OB) is divided into “micro” OB which focuses on the behaviour of individuals and small groups and “macro” OB which deals with the whole organization (or major units in the organization) and the organization’s relations with its environment. This distinction between micro OB and macro OB is reflected in the topics in this course. Students will realize that most practical management problems require consideration of both micro and macro perspectives simultaneously.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Discuss a variety of approaches to the study of organizational behaviour.

**Potential Elements of the Performance:**

- Define organizations
- Provide reasons for studying OB
- Discuss current trends in organizational behaviour
- Explain the five anchors

McShane: chapter 1

2. Discuss individual behaviour in some detail with a connection to motivation and attitudes.

**Potential Elements of the Performance:**

- Outline in detail individual behaviour and processes including a discussion of values and personality.
- Explain the perceptual process.
- Define attribution theory and self-fulfilling prophecy.
- Outline other perceptual errors.
- Discuss methods of improving perceptions.
- Provide explanations and examples of various methods of learning such as: Behaviour Modification, Social learning theory and learning through Experience.

- Define major work related attitudes of “job satisfaction and organizational commitment” and describe the negative and positive impacts
- Discuss in detail a variety of motivation theories and define key relevant terms.

McShane: chapters 2, 3, 4, & 5

3. Explain reward systems in relation to individual differences.

**Potential Elements of the Performance:**

- Explain the meaning of money in the workplace in relation to employee needs, attitudes and values as well as social identity.
- Describe various reward practices such as sonority-based, competency based and performance based.

McShane: chapter 6

4. Explain some issues relating to communication in the workplace.

**Potential Elements of the Performance:**

- Identify a model of communication.
- Describe a variety of communication channels.
- Discuss some communication barriers
- Identify cross-cultural and gender issues in communication.
- Outline ways to improve interpersonal communication.
- Indicate some ways of communicating in organizational hierarchies.
- Describe the “grapevine” and its advantages and disadvantages.

McShane: chapter 11

5. Outline team processes and describe how to develop high-performance teams.

**Potential Elements of the Performance:**

- Differentiate between types of teams and informal groups.
- Define terms such as: norms, roles, cohesiveness and team design features as they impact team effectiveness.
- Distinguish between self-directed work teams, virtual teams and the value of each.

McShane: chapters 8 & 9

6. Discuss power and influence as well as conflict and negotiation in the workplace.

**Potential Elements of the Performance:**

- Explain the meaning of power.
- Describe in detail the sources of power in organizations.
- Discuss influence tactics and organizational politics.
- Explain the sources of conflict in organizations.
- Identify approaches to conflict management, as well as resolving conflict through negotiation and third party conflict resolution.

McShane: chapters 12 & 13

7. Identify issues related to managing workforce diversity, women and racial/ethnic minorities.

McShane: Dispersed throughout text.

8. Discuss leadership in organizational settings

**Potential Elements of the Performance**

- Understand and describe a variety of perspectives of leadership including trait, behavioural, contingency, transformational and implicit.
- Discuss cross-cultural and gender issues in leadership.

McShane: chapter 14

9. Understand and explain issues related to management decision making.

**Potential Elements of the Performance**

- Define the "Rational" decision-making model.
- Discuss employee involvement in decision-making.
- Highlight constraints on team decision making.

McShane: chapter 12

10. Discuss job design issues.

**Potential Elements of the Performance**

- Explain the connectedness of job design and work efficiency and work motivation.
- Highlight core job characteristics.

- Describe the relationship of individual differences to job design.
- Explain issues related to increasing motivation through job design.

McShane: chapter 6

11. Describe elements and issues related to organizational culture.

**Potential Elements of the Performance**

- Explain what determines organizational culture.
- Discuss the affects of organizational culture on performance and its impact on business Ethics.

McShane: chapter 16

12. Discuss organizational structure and design.

**Potential Elements of the Performance**

- Discuss the elements of organizational structure such as: span of control, centralization and decentralization, formalization, and mechanistic versus organic structures.
- Differentiate between forms of departmentalization.
- Understand and elaborate on the contingencies of organizational design such as: organizational size, technology, external environment and organizational strategy.

McShane: chapter 15

13. Discuss topics in international organizational behaviour.

Discussed throughout and/or randomly as they pertained, i.e. cross-cultural issues, business ethics.

14. Outline issues related to managing organizational change.

**Potential Elements of the Performance**

- Explain Lewin's Force Field analysis Model.
- Discuss steps and tactics to managing change.
- Differentiate between the three approaches to organizational change.
- Understand cross-cultural and ethical issues in organizational change.
- Discuss managing stress.

McShane: chapters 17 & 7

**III. TOPICS:**

1. Individual differences
2. Team processes
3. Decision making and creativity
4. Communication
5. Power and influence and conflict issues
6. Leadership
7. Organizational structure, culture and change

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

**Canadian Organizational Behaviour 6<sup>th</sup> edition by Steven L. McShane**

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**A minimum grade of 70% is required to pass this course.**

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course	

without academic penalty.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

*<include any other special notes appropriate to your course>*

## VII. PRIOR LEARNING ASSESSMENT:

There is no PLAR in the Human Resource Practices Certificate.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.