

Bachelor of Business Administration – Honours Program
Diploma in Business Administration

Winter 2016
Section(s): 06
AHSS 1030

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Course Title:	Introduction to Organizational Behaviour
Pre-requisites:	None
Co-requisites:	None
Restrictions:	None
Credits:	0.50
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 (Lecture)

Calendar Description:

This course in Organization Behaviour examines and analyzes organizations as open systems and focuses on key variables including organizational culture, the external environment, organizational structure, motivation, group dynamics, leadership, change management and communication. The student will demonstrate increased competency by applying their knowledge and skills to contemporary business situations through case studies and other activities.

Course Learning Outcomes:

On completion of this course the student will be able to:

1. Describe the systems approach to understanding organizations.
2. Recognize and describe the stages of the organizational development process.
3. Recognize and evaluate the merits of various types of organizational structure.
4. Describe organizational culture and identify both dominant and sub cultures.
5. Identify factors affecting the evolution and performance of groups.
6. Describe the process of motivation, the major factors that affect motivation and individual motivation patterns.
7. Identify the barriers to effective communication and describe and apply actions to help overcome these.
8. Plan steps to effectively manage a change situation in an organization.
9. Apply a decision model to work teams and organizational problems.
10. Add to a personal portfolio by documenting competencies developed throughout this course.

Learning Resources

Required Textbook(s):

Title: Canadian Organizational Behaviour
Author: McShane, S.L. and Steen, S.L.
Edition: 9th Edition
ISBN: 978-1-25-903053-6
Publisher: McGraw-Hill Ryerson

Supplementary Text/ Other:

Course Website:

The course website will be updated with supplementary course materials throughout the term. PowerPoint slides are available on the website for each chapter. You may find it useful to download these prior to class for note taking and study purposes.

Publisher's Website:

You can access student resources including practice chapter quizzes on the publisher's companion website at: www.mcgrawhill.ca/olc/mcshane.

Course Schedule

Week	Topic	Readings	Activities
1	Welcome & Introductions, Introduction to Organizational Behaviour, Organizing Principles, Systems Thinking	Chapter 1	Form Class Learning Groups
2	Evaluation of Management Theories Perception	Appendix A Chapter 3	Complete Assigned Self Assessments
3	Personality and Values, and Diversity in the Workplace (Social Identity Theory)	Chapter 2	Review of Cultural Assumptions Team Discussion about Self Assessments and Personal Differences
4	Emotions, Attitudes and Stress, Theories of Motivation (Begin)	Chapter 4 Chapter 5	TEST 1 (20%)
5	Theories of Motivation (cont.) Motivation Applied	Chapter 5 Chapter 6	Behavioural Feedback Model
Winter Break			
6	Decision Making and Creativity Team Dynamics (begin)	Chapter 7 Chapter 8	Behaviourally Anchored Rating Scale
7	Team Dynamics (cont.) Communicating in Teams	Chapter 8 Chapter 9	Presentations Start
8	Communicating in Organizations Power and Influence	Chapter 9 Chapter 10	TEST 2 (20%)
9	Conflict and Negotiation	Chapter 11	Team Presentations
10	Leadership Leadership and Management	Chapter 12	Team Presentations
11	Organizational Culture (Personality, Values and Attitudes of Organizations) Organizational Structure	Chapter 13 Chapter 14	Team Presentations
12	Organizational Change	Chapter 15	Team Presentations Final Review
Final Exam – (to be scheduled within final exam period) Please check www.guelphhumber.ca for exam schedules			

Evaluation and Due Dates

Students will be evaluated in this course through:

Individual Components

Contribution	5%
Examinations (Week 4 and Week 8) (2 @ 20% each)	total = 40%
Final Exam (to be scheduled within final exam period)	25%

Team Exercises - Two Components

Presentation	15%
Learnings Report	15%
TOTAL	100%

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

Instructor Notes:

Quiz and Exams:

1. The format for the quiz and exams will be a combination of multiple-choice and true-false questions.
2. It is expected that you will write the quiz and midterm exam on the scheduled day in class. In the event you experience a major unexpected situation (i.e. illness, domestic tragedy) you must notify me as much in advance of the scheduled test date as possible. Supporting documentation will be required for any makeup opportunity. Substantiated makeup opportunities generally involve the proportion of the scheduled missed quiz/exam added to a similar upcoming evaluation component.
3. The comprehensive final exam will be written at a date, time and location to be determined by the Registrar's Office.

Team Activities:

Team Activities will be ongoing and continuous throughout the course. These are the components

At some pre-assigned point during the term, each team will be required to make a presentation that addresses a specific topic from the course material. This presentation will be no more than 10 minutes long and must include a basic understanding of the assigned topic with a real world example of an application of the principle or theory assigned.

At the end of the term each team will be required to submit a review of team learnings from all the activities participated in during the course. This report must document agreed upon learnings from activities the team has undertaken and how team members intend to behave differently as a result of these learnings. A part of these activities will include providing feedback to every member of the team about their performance during the term. This must be a part of the final report.

There is no makeup opportunity for nonparticipation in the team assignment. Late penalties of 10% per day including Saturdays and Sundays will apply to all component of the team assignment.

Contribution:

Class contribution includes active participation individually and in teams and will be earned through in class and homework opportunities provided throughout the term. There are no makeup opportunities for any component of the contribution grade.

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the

University of Guelph is committed to providing students with appropriate and timely feedback on their work. ***Instructors must provide meaningful and constructive feedback prior to the 40th class day.*** This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Accessible Learning Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing an "***Accommodation Letter***".

When students require test accommodations, they will

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodation.
- Book the test date and time in the Accessible Learning Services office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Accessibility Learning Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/student-life/swac/accessible-learning>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>.