Lambton College

School of Community Services and Liberal Studies

Social Science Department

Course Outline – Winter 2014

Course Code: MAN 1163

Course Title: Organizational Behaviour

Prepared By:	[M. Cook] Social Science Department	*Date:*	May 2011
Revised By:	[C. Mahon] Social Science Department	*Date:*	November 2012
Approved By:	[W. Asher] Dean		

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Prerequisite: NONE

Corequisite: NONE

Prerequisite for: NONE

1. Course Description

This course involves how to work effectively with others in the context of an organizational setting. It focuses on people working together to achieve their own goals and those of the organization.

2. General Education and Essential Employability Skills

This course provides the following provincial Essential Employability Skills:

#1: Communication
#3: Critical Thinking and Problem Solving
#4: Information Management
#5: Interpersonal
#6: Personal

Is this course approved as a General Education course?

☐   *No*   ☒   *Yes*
Students should refer to their program's restricted
General Education courses for final determination.

3. Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Develop an understanding of the field of organizational behaviour – its concepts and its applications.

2. Describe the various values and individual behaviours, and the relevant theories that impact a person's behaviour within an organization.

3. Explain how individual perceptions and learning affect behaviour in an organization.

4. Summarize the impact of emotions on workplace behaviour and productivity.

5. Identify the major theories of employee motivation, and describe the factors that impact motivation.

6. Describe the various reward systems that an organization may use, as well as the methods of empowering an employee, including, but not limited to, self-leadership.

7. Explain the differences between the major theories regarding the decision-making process.

8. Identify the stages of team development, as well as the advantages and disadvantages associated with teamwork.

9. Summarize the major ways of communicating within an organization, along with the pros and cons of each communication method.

10. Differentiate between power and influence, and describe the factors that impact both power and influence.

11. Explain the various sources of conflict within an organization, as well as the various negotiation tactics that are utilized to reduce conflict.

12. Identify and distinguish the similarities and differences between the major theories of leadership styles in an organization.

13. Describe the main elements of organizational structure, as well as some of the main types of organizational hierarchies.

14. Summarize organizational culture, and how to merger organizations with different cultures.

15. Describe the organizational change process.

4. Course Objectives

(The number in brackets at the end of each objective refers to the learning outcome from section 3.)

Learning Outcome
Reference Number

Unit 1 *Introduction to the Field of Organizational Behaviour*

1.1	Define organizational behaviour and specify what organizations are.	[1]
1.2	Identify reasons for studying organizational behaviour.	[1]
1.3	List emerging trends in organizational behaviour.	[1]
1.4	Describe five anchors of organizational behaviour.	[1]
1.5	Describe the components of knowledge management in organizations, including intellectual, capital and organizational memory.	[1]

Unit 2 **Individual Behaviour, Personality and Values**

2.1	Describe four factors that influence individual behaviour and performance at work.	[2]
2.2	Indentify types of work-related behaviours.	[2]
2.3	Explain the role of values at work.	[2]
2.4	Summarize values that vary across cultures.	[2]

| 2.5 | Explain the impact of values on ethical beliefs. | [2] |
| 2.6 | Define personality and describe its components. | [2] |

Unit 3   Perception and Learning in Organizations

3.1	Describe the perceptual process. Summarize how selective attention and perception interpretation affects our perceptions.	[3]
3.2	Explain how we perceive ourselves and others through social identity.	[3]
3.3	Describe how stereotyping influences perception and behaviours.	[3]
3.4	Summarize the self-fulfilling prophecy.	[3]
3.5	Describe other perceptual errors; halo effect, primacy effect, recency effect, projection.	[3]
3.6	Describe ways of improving our perceptions of others.	[3]
3.7	Summarize the role of learning in organizations.	[3]
3.8	Describe the role of behaviour modifications.	[3]
3.9	Describe the value of learning through experience.	[3]
3.10		

Unit 4   Workplace Emotions, Attitudes, and Stress

4.1	Summarize the role of emotions in the workplace.	[4]
4.2	Describe how to manage emotions for the benefit of the workplace.	[4]
4.3	Describe job satisfaction and discuss the connection between job satisfaction and work performance.	[4]
4.4	Define "psychological contract" and identify the type of psychological contracts.	[4]

Unit 5   Foundations of Employee Motivation

5.1	Summarize the importance of motivation in the workplace	[5]
5.2	Describe the need-based theories of motivation.	[5]
5.3	Explain how each component of expectancy theory influences work effort.	[5]
5.4	Describe how goal setting and feedback can enhance performance in the workplace.	[5]
5.5	Describe the importance of justice within an organizational setting, and summarize the importance of equity within the workplace.	[5]

Unit 6   Applied Performance Practices

6.1	Summarize the value of money as a motivator	[6]
6.2	Describe various types of organizational rewards.	[6]
6.3	Explain job design practices.	[6]
6.4	Explain how job specialization impacts on work efficiency.	[6]
6.5	Describe how job design affects work motivation.	[6]
6.6	Describe how job rotation, job enlargement and job enrichment increase work motivation.	[6]
6.7	Describe how empowerment enhances performance in the workplace.	[6]
6.8	Describe a strategy for self-motivation through self-leadership.	[6]

Unit 7   Decision Making and Creativity

7.1	Summarize the six steps of decision-making.	[7]
7.2	Identify some problems that can occur while identifying problems.	[7]
7.3	Describe the challenges of choosing solutions.	[7]
7.4	Summarize problems that can occur while evaluating decisions and suggest ways of evaluating outcomes more effectively.	[7]
7.5	Describe different forms and levels of employee involvement.	[7]
7.6	Define creativity and describe the creative process model.	[7]
7.7	Identify constraints on team decision-making and creativity.	[7]
7.8	Outline rules to make teams more creative and better decision makers.	[7]

Unit 8   Team Dynamics

8.1	Describe the different types of teams that exist, including informal groups.	[8]
8.2	Summarize the characteristics of effective teams.	[8]
8.3	Describe the aspects that make up a team`s environment.	[8]
8.4	Summarize how task, size, composition and diversity affect team performance.	[8]
8.5	Explain the importance of understanding team processes in order to enhance efficiency in the workplace.	[8]

11.2   List six sources of organizational conflict.   [11]

11.3   Outline five interpersonal styles of conflict management.   [11]

11.4   Describe six ways of managing conflict.   [11]

11.5   Summarize how to resolve conflict through negotiation.   [11]

11.6   Summarize the objectives of third-party conflict resolution   [11]
       and identify the different types.

Unit 12   Leadership in Organizational Settings

12.1   Identify the different perspectives of leadership.   [12]

12.2   List seven traits identified with effective leaders.   [12]

12.3   Identify the two behavioural clusters associated with   [12]
       effective leaders.

12.4   Outline the path-goal theory of leadership.   [12]

12.5   Summarize the transformational leadership theories.   [12]

12.6   Summarize the implicit leadership perspective.   [12]

12.7   Identify cultural and gender differences in leadership   [12]
       behaviour.

Unit 13   Organizational Structure

13.1   Describe the role of division of labour and coordination as   [13]
       fundamental requirements of organizations.

13.2   Describe techniques for coordinating work in an organizational [13]
       setting.

13.3   Summarize the role of the four basic elements of   [13]
       organizational structure.

13.4   Identify various forms of departmentalism within   [13]
       organizational structures.

13.5   Describe how to choose the optimal organizational design.   [13]

Unit 14   Organizational Culture

14.1   Describe organizational culture and identify its elements.   [14]

14.2   Describe the artifacts of organizational culture: stories, rituals, [14]

language, physical structure.

14.3	Explain how strong cultures sometimes improve, sometimes hurt performance.	[14]
14.4	Describe four strategies for merging corporate culture.	[14]
14.5	Explain how organizations may strengthen their corporate culture.	[14]

Unit 15   Organizational Change

15.1	Describe Lewin`s force field analysis as a model for managing change.	[15]
15.2	Identify the process of creating urgency for change, change, employee resistance and refreezing the desired outcomes.	[15]
15.3	Describe the importance of a strategic vision to help change agents diffuse change throughout an organization.	[15]
15.4	Describe the various approaches to organizational change.	[15]
15.5	Identify cross-cultural and ethical issues in organizational change.	[15]

5. Resources and Supplies

a. Required

McShane, Steven L. & Steen, Sandra L. (2012). Canadian Organizational Behaviour. (Eighth edition). McGraw-Hill Ryerson.

b. Supplemental

CONNECT McGraw-Hill Ryerson access card purchased with textbook

6. Methodology

The course will consist of lectures, visual presentations, and open-format discussions. New research updates will be included wherever possible to keep coursework material contemporary.

7. Student Evaluation

The following elements will determine the student's final grade:

Tests (#1 - 20%; #2 - 20%; #3 - 20%; #4 - 20%)	80%
Final Exam (20%)	20%
Total	**100%**

- Tests will account for 100% of the final grade, and all tests will be included to determine the final grade.

- There are no bonus assignments given to increase a students' grade.

- Tests may include questions from all assigned readings, lecture notes, and videos (as indicated in the class schedule).

- Each test will be composed of multiple-choice and written answer questions. Four of the five tests will be written in class time; the fifth test will be scheduled and written as assigned by the registrar's office during exam week.

- Missed tests will be scored as '0'. Make-up tests (scheduled <u>after</u> an assigned test date has passed) are not normally given. Any petition to write a missed test must be supported with documentation. Students should be aware that any approved make-up evaluation may not follow the same format or review materials of the original; it may also be assigned for completion outside normal class or semester hours (i.e. during exam week).

The round off mathematical principle will be used. Percentages are converted to letter grades and grade points as follows:

Mark (%)	Grade	Grade	Mark	Grade	Grade
94-100	A+	4.0	67-69	C+	2.3
87-93	A	3.7	63-66	C	2.0
80-86	A-	3.5	60-62	C-	1.7
77-79	B+	3.2	50-59	D	1.0
73-76	B	3.0	0-49	F	0.0

70-72

8. Related Items

Students with Disabilities

1. If you are a student with a disability please identify your needs to the professor and/or the Services for Students with Disabilities so that support services can be arranged for you. You can do this by making an appointment at the SSD, Room L103 ext.3427 or by arranging a personal interview with the professor to discuss your needs.

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9. Academic Integrity

Lambton College is committed to high ethical standards in all academic activities within the College, including research, reporting and learning assessment (e.g. tests, lab reports, essays).

The cornerstone of academic integrity and professional reputation is principled conduct. All scholastic and academic activity must be free of all forms of academic dishonesty, including copying, plagiarism and cheating.

Lambton College will not tolerate any academic dishonesty, a position reflected in Lambton College policy. Students should make themselves familiar with the Students Rights and Responsibilities Policy, located on the MyLambton website for details concerning academic dishonesty and the penalties for dishonesty and unethical conduct.

Questions regarding this policy, or requests for additional clarification, should be directed to the Lambton College Centre for Academic Integrity.

Student Rights and Responsibility Policy

Acceptable behaviour in class is established by the instructor and is expected by all students. Any form of harassment or violence will not be tolerated. Action will be taken as outlined in Lambton College policy.

Cheating and plagiarism are serious academic offences subject to disciplinary action. It is the student's responsibility to be aware of the cheating policy as described in the Lambton College Student Rights and Responsibilities policy. For further information on all of these policies, links may be found on the Lambton College website.

Prior Learning Assessment Statement
This course is eligible for Prior Learning Assessment

☒ **Yes** ☐ **No**

If yes has been selected, you may choose to contact the Counselling Department for advice on Prior Learning Assessment.

Date of Withdrawal without Academic Penalty
Please consult the Academic Regulations and Registrar's published dates.

Waiver of Responsibility
Every attempt has been made to ensure the accuracy of this information as of the date of publication. The content may be modified, without notice, as deemed

appropriate by the College.

Note: It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.