Introduction to Organizational Behaviour – Winter 2020
BUS 260-006  Thursdays 7:00-9:45 pm  ED 616

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Office: ED 524.5
Office Hours: Thursdays 6:00-6:40 pm (starting Jan. 16; except break week)
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Learning Objectives

- become acquainted with the fundamental concepts and theories of organizational behaviour (OB) that are important to the operation of organizations
- attain content knowledge of the field of OB so that you will be able to use it as a basis for further learning and analysis of more complex organizational theories and applications, both in future business courses and in your career
- become able to identify the ways in which organizational behaviour theories can be utilized to assist organizations to improve their effectiveness and efficiency
- develop teamwork skills through group exercises and involvement

Text


If there is any student who in this course who, because of a disability, may have a need for accommodation, please come and discuss this with me, as well as contacting the Coordinator of Special Needs Services at 306-585-4631.
Course Outline (subject to revision)

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<th>Topic</th>
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<td>January 9</td>
<td>Introduction &amp; Objectives</td>
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<td>Chapter 1: Introduction to the Field of Organizational Behaviour</td>
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<td>January 16</td>
<td>Chapter 2: Individual Behaviour, Values and Personality</td>
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<td>Chapter 3: Perceiving Ourselves and Others in Organizations</td>
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<td>January 23</td>
<td>Chapter 4: Workplace Emotions, Attitudes and Stress</td>
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<td>Chapter 5: Foundations of Employee Motivation</td>
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<td>January 30</td>
<td>Chapter 6: Applied Performance Practices</td>
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<td>Chapter 7: Decision Making and Creativity</td>
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<td>February 6</td>
<td><strong>Midterm Exam 1</strong></td>
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<td>February 13</td>
<td>Chapter 8: Team Dynamics</td>
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<td>Chapter 9: Communicating in Organizations</td>
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<td>February 20</td>
<td><strong>Group Project - One-Page Summary Due</strong></td>
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<td>February 27</td>
<td>Chapter 10: Power and Influence in the Workplace</td>
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<td>Chapter 11: Conflict and Negotiation in the Workplace</td>
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<td>March 5</td>
<td>Chapter 12: Leadership in Organizational Settings</td>
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<td>Chapter 13: Organizational Structure</td>
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<td>March 12</td>
<td>Chapter 14: Organizational Culture</td>
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<td>March 19</td>
<td><strong>Midterm Exam 2</strong></td>
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<td>March 26</td>
<td>Group Project Presentations - groups 1-6</td>
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<td>April 2</td>
<td>Group Project Presentations - groups 7-12</td>
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<td>April 9</td>
<td>Review for Final Examination</td>
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<td>April 16</td>
<td><strong>Final Examination</strong> - 7 pm-10 pm (comprehensive)</td>
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Schedule of Assignments

**Group Project:** In groups of five to seven students, you will research, apply and synthesize knowledge to a topic related to organizational behaviour. You may pick your own groups, but anyone who is not in a group by January 30 will be randomly assigned to a group. Each group will pick a topic that will align with or support one of the key content areas of this course. No topic may be duplicated. The group will then decide on the format for student involvement. Suggestions include, but are not limited to the following:
- Draft a case study for the class to read in advance and then discuss in class.
- Plan and carry out a role playing exercise.
- Conduct a presentation in class.
- Design and carry out a game.
- Divide your team into two sides and debate the topic area from opposing points of view.

Topics will be assigned on a first-come, first-served basis.

The following rules will apply:
- Presentations will be made on March 26 and April 2. Groups will have 15 minutes to conduct their student involvement. Time slots will be assigned randomly. (I may increase the time allotment if the course does not have full enrolment. This will be clarified well in advance of the presentation dates.)
- Groups should propose and discuss their topic area with me well in advance of your presentation date. A one- to two-page single-spaced summary of the proposed topic is due at the beginning of class on February 13.
- Please give me a copy of any electronic files (scripts, PowerPoint presentations, etc.) on CD, DVD or Blu-Ray, or by email, by 7 pm the day after you present. If there is other material that you have researched or used that you think will give me a better sense of the work you have done, please feel to give me a copy as well (subject to the same deadline). I will use this to ascertain the quality of your research and work only. **A 20% grade penalty will apply if this information is not received.**
- Grades will be assigned evenly to all team members. Deviation from this strategy must be discussed with me by the start of class on January 30.

**Grading**

16 2/3%  Mid-Term Examination 1
16 2/3%  Mid-Term Examination 2
33 1/3%  Group Project
33 1/3%  Final Examination

**Examinations**

The midterm exams will be held on February 6 and March 19 for 90 minutes each at 7:00 pm sharp. The examination will be comprised of multiple-choice and short answer questions. Multiple-choice questions will be worth 2 marks each. Short-answer questions will generally be worth 10 marks each (although some may be worth more or less). The examination will be out of a total of 75 marks. The first exam covers chapters 1-7; the second covers chapters 8-15. Note that your final examination grade will automatically replace the lower of your
midterm exam grades, if it is higher. As a result, I will not permit a make-up exam if you miss a midterm examination.

The final examination will be held April 16 from 7:00 to 10:00 pm (180 minutes). It will be comprehensive (i.e. covering all chapters), although there will be a greater propensity for questions on later chapters. This examination will be out of 150 marks and, like the midterm, will have multiple choice questions worth two marks each and short answer questions worth approximately 10 marks each.

On the exams, you will have a choice of 10-mark questions (although some questions may be compulsory to answer). I will supply you several questions and you will have to answer a certain number of them. There will likely be two or three more questions than are needed for the marks. If you answer too many questions, only the first questions will be graded (e.g. if you must answer 5 of 7 but you answer all 7, only the first 5 count). If you intentionally do more questions than are required, be sure to clearly indicate which ones I am to grade.

I will supply questions in class that are of the style you will find on the exams. It is likely that some of the supplied questions will be on the exams. It is certain that questions that you do not see will be on the exams.

Please note that we may cover some material from the text in greater or different detail from the text. Such additional material is fair game for either examination.

Course Philosophies

You have taken university classes before so you have a good idea of what to expect. In short, read chapters in advance of coming to class, attend class consistently, and prepare as you must to do well on the exams and in the group project. I cannot stress enough how important it is to come to class and to do the reading in advance. Some chapters we will discuss as a class, rather than have a formal lecture, so you will miss out on important material if you don’t read the textbook. If material is in the textbook, it is fair to put it on an examination, whether or not a lecture covered it.

Although class contribution is not compulsory, I highly recommend that you do participate and instigate class discussions. When I was a student, I found that the classes in which I had the most success were the ones where I interacted the most with the other students and the professor. Don’t be afraid to ask me questions, to challenge my knowledge, to expand yours. Don’t underestimate what you know; you
have a lot of personal experiences that will help the other students and me relate to the course material. I will assign a participation grade based on your general attendance and participation levels in the course, so the more I remember you (in a positive way!), the more marks you will get.

**Online Resources**

I will make extensive use of URCourses during the course. The most recent version of this syllabus will be posted, along with any handouts that I am permitted to post. Feel free to use the message areas to discuss class issues with other students. You can also configure it to forward any messages to be forwarded to your email account. (All U of R students have a free email account; visit Computing Services at [http://www.uregina.ca/compserv](http://www.uregina.ca/compserv) if you don’t know how to access yours.) URCourses can be accessed at [http://urcourses.uregina.ca](http://urcourses.uregina.ca).

The textbook publisher has a website that has much information of use. It can be found at [http://www.mcgrawhill.ca/college/mcshane](http://www.mcgrawhill.ca/college/mcshane).

I check my email quite regularly, whether at work, university or home, so feel free to email me. If I can’t answer quickly but I’ve read your mail, I’ll tell you so.

**Harassment Policies**

The University of Regina promotes a learning environment that is free of all forms of harassment and discrimination. The University will neither tolerate nor condone any inappropriate or irresponsible conduct, including any behaviour which creates an intimidating, hostile or offensive environment for work or study through the harassment of an individual or group on the basis of 1) race and all race-related grounds such as ancestry, place of origin, colour, ethnic origin, citizenship and creed, or 2) sex, gender, or sexual orientation. Please refer to the University’s General Calendar for more information. Both the Racial and Sexual Harassment Prevention Offices are located in the Student Affairs area, University Centre 251.

**Academic Integrity**

I take professional standards of ethics and integrity very seriously, as do other instructors and professors, the Faculty and the University. The university must maintain high standards of academic excellence. Cheating, plagiarism, and academic misconduct will be documented and handled according to faculty and university policy, with punishments as severe as expulsion from the university. You are
assured that any confirmed act of misconduct will be brought to the attention of the Dean’s office of your faculty. If you are at all in doubt about what is acceptable and what is not, ask me before you take a questionable action.

Feeling Stressed? Always worried?

Some stress is normal when you’re going to university but 1 in 5 students will suffer from enough distress that they would benefit from counselling.

What can I do?

The U of R offers several counselling services free of charge for students at the U of R. These sessions are confidential and easy to access for students – simply go to the second floor of Riddell, Room 251 to make an appointment.

When should you go?

Knowing when to schedule an appointment can be tough. Some common issues you might need help with include test anxiety, if you’ve experienced a trauma like losing a family member or a close friend, or if you’ve recently ended a relationship.

If the feelings you’re experiencing are more intense and severe counselling services can also provide urgent service within 3 days and referrals as needed.

What options are available for me?

Personal Counselling – This is a great option if you’d like one on one attention for things like anxiety and panic, relationship conflict, depression, grief and loss, academic issues, body image and substance abuse. Up to 6 sessions are free per semester. Try it – talking about your problems can be more helpful than you might think!

Group Counselling – Simply put, you’re not alone. Many students are experiencing the same things as you. The U of R offers a wide variety of group counselling opportunities that can help teach many skills for managing your mental health, including: Meditation and relaxation, Healthy relationships, Stress Management and Self-Care.

But I can’t afford counselling...

Seeking counselling doesn’t have to be cost prohibitive. Many students can benefit from the 5 free sessions offered by the University as a benefit of being a student.

If you need more sessions make sure you contact URSU and visit www.iHaveAPlan.ca. Many expenses that are related to mental health, including going to a psychologist, are partially covered by your Student Health and Dental Plan!

What else can I do?

Self-care - taking better care of yourself, can help you out. Eating better, working out, smoking and drinking less and balancing school with fun can all help with mental health!

Have a problem but don’t know how to fix it?

URSU’s Student Advocate can help you free of charge!

- Academic Appeals
- Disciplinary Appeals
- Student Loan Appeals
- E-mail advocate@ursu.ca to schedule an appointment today!