

**HUMAN BEHAVIOR IN ORGANIZATIONS | GBUS 817**

University of Regina  
Kenneth Levene Graduate School of Business

**INSTRUCTOR DETAILS**

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*Office Hours:* By appointment

**CLASS DETAILS**

*Class Dates:* May 6 to May 10  
*Class Times:* 8.30 – 16.30  
*Class Location:* ED 514

**COURSE DESCRIPTION**

This course is a broad introduction to the behavior of individuals and groups in organizations. Some specific topics that will be covered include personality and learning (psychological fundamentals); motivation; decision-making; leadership; group dynamics; power, politics, and ethics; conflict and stress. Throughout the course, a scientific, evidence-based, data-driven approach to understanding behavior in the workplace will be emphasized.

**LEARNING OBJECTIVES AND OUTCOMES**

By the end of the course, students will:

- Understand basic individual-level processes that are core to behavior (personality, learning)
- Understand emergent group-level processes in the workplace
- Make more effective, thoughtful, and evidence-based decisions
- Be able to more effectively self-regulate oneself and manage others
- Appreciate the need for a data-driven, evidence-based approach to management
- Understand that experience and intuition are not enough for effective management

**COURSE EXPECTATIONS**

This course will involve lectures, group activities, documentary films, and substantial amounts of discussion. Consequently, regular attendance in class and active participation in classroom activities are required (as evidenced by the not-insubstantial participation grade). **Students are expected to prepare in advance for class and be able to participate in class discussions by having completed the requisite readings ahead of time.** This preparation is particularly important given the one-week intensive format. To facilitate this preparation, reading summaries will be due in advance of the in-class portion of the course.

**COURSE MATERIALS**

**Textbook (optional):** Locke, E. (Ed). (2011). *Handbook of principles of organizational behavior: Indispensable knowledge for evidence based management.* John Wiley & Sons.

**Online resources:** UR Courses will be extensively used for class updates, lecture slide posting, supplementary materials, mark posting, and electronic submissions of assignments.

## COURSE ASSESSMENT SUMMARY

Component	Weight	Due Date
Reading Summaries	20%	April 30 (one week before class)
Critical Reflections (best 7/10)	25%	May 25 (two weeks after class)
Final Examination	40%	June 1 (three weeks after class)
Participation	15%	--

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

## DESCRIPTION OF ASSESSMENTS

**Reading Summaries** | Students will complete brief (250 word) summaries of the key “take-home messages” for each reading in the course. Each will be marked on the following 3-point scoring scale: 0 (not satisfactory), 1 (satisfactory), 2 (excellent), and you will receive these grades before the class begins. These reading summaries can be in point form.

**Critical Reflections** | For each reflection (max 500 words each, inclusive of all text), students will identify one or more core concepts from the relevant unit (e.g., “conscientiousness” and “agreeableness” from the personality/learning unit), and apply that concept to understanding a **personal** experience you have had at work. Reflections will be assessed based on the quality of the definition of the concept, the details of the personal example, and the depth of analysis tying the concept and the example together. Your final reflections grade will be computed from your best six reflection grades.

**Final Examination** | The final (take-home) examination will consist of two essays, each a maximum of 1500 words (inclusive of all text). The first essay will require you to find a *target* newspaper or magazine article reporting on a company doing things *well*. You will then find (at least) two more newspaper or magazine sources to better understand the company’s situation, and to analyze what organizational behavior principles have contributed to the company’s success. Multiple articles will allow you to synthesize and collate details about the organization. The second essay will follow the same structure, except you will be seeking a target newspaper or magazine article reporting on a company doing things *poorly*. You will also need to find additional resources and collate information for the second essay.

## ACADEMIC REGULATIONS

**Grading** | Please note that marks reflect **quality** of your work – simply following the instructions at a basic level will not guarantee you a good grade. Marks will be posted on UR Courses as quickly as possible. If you want more detailed feedback on any specific submission, please make sure to email me directly to make an appointment. If you feel you have been marked unfairly on any evaluations, I am willing to re-mark, but subject to three key conditions. First, I will only entertain grade changes at the end of the semester, not during. Second, you will need to provide a detailed written rationale of why you feel you were marked unfairly. Third, to ensure consistency, all your evaluations will be re-marked. Random error dictates that mark adjustments will occur in both favorable and unfavorable directions (and these things usually balance out!).

**Contacting the Instructor** | I am always happy to meet with students! Please email me to make an appointment. I also am happy to respond to email questions regarding the content or the evaluations. I usually respond to student emails within 24-48 hours during the working week. However, please note that I do not (usually) respond to emails on evenings or weekends.

**Missed or Delayed Evaluations** | Any evaluations will be deducted 10% for every day they are late. Please note that all submission links will be available from the beginning of the semester – if you know you will be busy or unable to submit an assignment due to extenuating circumstances, please make sure to submit ahead of the deadline!

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at:  
<https://www.uregina.ca/gradstudies/forms.html>

## STUDENT RESOURCES

**Accessibility Services** | If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course <https://www.uregina.ca/student/accessibility/> . The Centre will advise how you proceed and the required communication with your instructor.

**Counseling Services** | If any learner is experiencing personal problems which may be affecting their studies, please consider consulting UofR Consulting Services. For more information check here <https://www.uregina.ca/student/counselling/services/index.html>

**Writing Assistance** | The Student Success Centre ([www.uregina.ca/ssc](http://www.uregina.ca/ssc)) offers both on-line resources and in- person tutoring on writing skills.

**LECTURE SCHEDULE AND READINGS (TENTATIVE)**

**DAY 1: FUNDAMENTALS**

**Lecture 1: Values, Attitudes, and Work Behavior**

- 📖 Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job attitudes. *Annual Review of Psychology*, 63, 341-367.
- 📖 Sonnetag, S., Volmer, J., & Spsychala, A. (2008). Job performance. *The Sage Handbook of Organizational Behavior*, 1, 427-447.

**Lecture 2: Individual Differences, Personality, and Learning**

- 📖 Ryan, A. M., & Ployhart, R. E. (2014). A century of selection. *Annual Review of Psychology*, 65, 693-717.

**DAY 2: MOTIVATION**

**Lectures 1, 2: Motivation in Theory and in Practice**

- 📖 Latham, G. P., & Pinder, C. C. (2005). Work motivation theory and research at the dawn of the twenty-first century. *Annual Review of Psychology*, 56, 485-516.
- 📖 Gerhart, B., & Fang, M. (2015). Pay, intrinsic motivation, extrinsic motivation, performance, and creativity in the workplace: Revisiting long-held beliefs. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 489-521.

**DAY 3: DECISION-MAKING**

**Lecture: Decision-making**

- 📖 Mellers, B. A., Schwartz, A., & Cooke, A. D. J. (1998). Judgment and decision making. *Annual Review of Psychology*, 49, 447-477.
- 📖 Gigerenzer, G., & Gaissmaier, W. (2011). Heuristic decision making. *Annual Review of Psychology*, 62, 451-482.

**DAY 4: LEADERSHIP | CONFLICT AND STRESS**

**Lecture 1: Leadership**

- 📖 Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 60, 421-449.

**Lecture 2: Conflict and Stress**

- 📖 Tetrick, L. E., & Winslow, C. J. (2015). Workplace stress management interventions and health promotion. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 583-603.

**DAY 5: GROUP DYNAMICS | POWER AND POLITICS**

**Lecture 1: Group Dynamics**

- 📖 Guzzo, R. A., & Dickson, M. W. (1996). Teams in organizations: Recent research on performance and effectiveness. *Annual Review of Psychology*, 47, 307-338.

**Lecture 2: Power and Politics**

- 📖 Anderson, C., & Brion, S. (2014). Perspectives on power in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 67-97.

**(TENTATIVE) COURSE SCHEDULE**

	May 6	May 7	May 8	May 9	May 10
	<b>Fundamentals</b>	<b>Motivation</b>	<b>Decision-making</b>	<b>Leadership Conflict and Stress</b>	<b>Group Dynamics Power and Politics</b>
8.30 ▶ 9.00	Introduction	Motivation in Theory	<i>How We Really Make Decisions</i>	Leadership	Group Dynamics
9.00 ▶ 9.30	Values, Attitudes, and Work Behavior		Decision-making I		
9.30 ▶ 10.00					
10.00 ▶ 10.30	BREAK	BREAK	BREAK	BREAK	
10.30 ▶ 11.00	<i>The Science of Personality</i>	Motivation in Practice	Decision-making II	Guest speaker: <i>TBD</i>	Strategy Game Activity: Hanabi
11.00 ▶ 11.30					
11.30 ▶ 12.00					
12.00 ▶ 12.30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.30 ▶ 1.00					
1.30 ▶ 2.00	Personality and Learning	Guest speaker: <i>TBD</i>	Strategy Game Activity: <i>For Sale</i>	Conflict and Stress	Power and Politics
2.00 ▶ 2.30					
2.30 ▶ 3.00					
3.00 ▶ 3.30	BREAK	<i>Jiro Dreams of Sushi</i>	Strategy Game Activity: <i>Splendor</i>	<i>Happy</i>	Guest speaker: <i>TBD</i>
3.30 ▶ 4.00	Activity/discussion: <i>Big Five and hiring</i>				
4.00 ▶ 4.30					

Lecture/discussion	Group activity	Guest speaker	Film
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