Human Behavior in Organizations – MBA 760 - GBUS 817
Fall 2017
COURSE OUTLINE

Class Time: Wed 19:00 – 21:45
Classroom: ED 514
Instructor: Adrian H. Pitariu
Phone: (306) 337-8486
Office: ED 524.4
Email: adrian.pitariu@uregina.ca
Cell: 306-999-0304
Course website: http://www.uregina.ca/urcourses

Office Hours:
Feel free to make an appointment for a time that suits your schedule, or you can reach the professor by email (PLEASE DO NOT USE UR COURSES FOR E-MAIL!) or telephone.

Special Needs:
If there is any student in this course who, because of a disability, may have a need for accommodations, please come and discuss this with the professor, as well as contacting the Coordinator of Special Needs Services at 585-4631.

Course Textbooks:


Further Readings / Simulation / Cases – will be posted on UR Courses

Course Objectives:
This course is concerned with developing knowledge and skill in intrapersonal, interpersonal, group, and organizational level processes in work settings. The course employs lectures, cases, and exercises to further the managerial effectiveness of class participants. The overarching goal of this course is to prepare students with a way of thinking that increases their ability to understand and implement decisions about people in an organizational context.

Course Topics:

- Motivation
- Turnover and Satisfaction
- Team Dynamics
- Leadership
- Selection & Performance Management
- Organizational Processes
- Culture
Course Format
The course will consist of the following components:
- **Assigned readings** - drawn from the textbook. All students are expected to have read all assigned readings for each session.
- **Lectures** – designed to clarify and augment assigned readings.
- **In-class cases & discussions** – will provide participants with the opportunity to explore and apply course content more directly and deeply.
- **Written Assignments** – three assignments will provide participants with opportunities to experience cross-cultural situations and to get a deeper understanding of a topic of interest.

It is expected that students will attend all class sessions. See clarifications and details on grading below.

Evaluation
The weighting of the inputs for course grading is:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Worth</th>
<th>Due Date</th>
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<tr>
<td>Individual assignments (4)</td>
<td>35%</td>
<td>TBD</td>
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<tr>
<td>Group paper</td>
<td>25%</td>
<td>TBD</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
<td>TBD</td>
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<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
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The individual assignments are to be completed independently. Late assignments will be penalized at a rate of 4% for each hour of lateness. If you miss an assignment deadline due to a legitimate emergency and do not wish to be penalized, proper documentation will be required.

Students should consult the University Calendar for information on appeals, withdrawal dates, plagiarism, cheating, and academic and non-academic misconduct. Students are expected to abide by these regulations of the University of Regina.

**Final Exam.** The final exam will be covering materials from readings and lectures for the entire semester. The format of the exam is essay and short answer questions.

**Your exam grade has to exceed passing grade level (i.e., 50) in order to pass the class.**

Participation:
Full participation is expected from every student.

Excellent participation = Present at all class meetings. Always well prepared. Consistently contributes meaningfully and enthusiastically to group and class discussions. Actively listens to others and provides constructive comments.

Should you miss more than 5 classes you will be assessed up to 5% penalty on the final grade. If a student misses half or more classes then the student automatically fails the class.

**Individual Assignments**
Over the course of the semester there are four short individual assignments. Formatting requirements for these assignments are Times New Roman, 12 pt. font, 1” margins – **do not exceed 550 words in length!**

**Assignment title:** What’s The Evidence?  
**Task:** the question that you need to answer is: “is there evidence that the practice or model is likely to be effective or useful?” So, you need to check out whether scientific evidence exists for the effectiveness of a popular management practice. Use ABI/Inform Global or Google Scholar to search PEER REVIEWED articles related to the practice. Find at least three papers related to the practice. Write a one page summary of how you searched, the articles you found, and what conclusions you draw from the findings. Be sure to indicate your answer to the question and explain how you arrived to this conclusion. Include your reference list on a separate page.  
You will be assigned the four topics by the instructor. Assignments will be posted on URCourses.

**Group Project**  
Critically Appraised Topic (CAT) – Answering a managerial question with science-based evidence (3-4 students per group). You will be assigned to a group by the instructor. Groups will be posted on URCourses during the second week of class.  
Your group will choose a managerial question related to one organizational behaviour topic and gather scientific evidence in order to answer it. The instructor has to approve your topic. Topics are due **no later than October 19.**  
Your task is to evaluate the relevant, best available management and/or social science research to answer your question (max 3500 words). Appendices do not count toward the total length of the paper. Cite all sources you relied upon in drawing your conclusions and explain your search strategy for finding them.  
In addition to using an effective search strategy, a quality CAT integrates the evidence across studies in table form so you can see the big picture regarding what the evidence supports (or doesn’t). In your CAT, you will have to provide and appendix where you classify each study you use based on the evidence hierarchy that follows.
EVIDENCE HIERARCHY IN SCIENTIFIC RESEARCH*

A+ - BEST QUALITY: 1) Meta-analyses of research studies, 2) Systematic reviews of research articles
A - HIGH QUALITY: 1) Well-controlled longitudinal field studies, 2) randomized controlled interventions, 3) Multiple quasi-experimental studies
B - MODERATE QUALITY: 1) Cross-sectional studies, 2) Controlled case comparisons.
C-D - DEPENDS ON USE & STATE OF KNOWLEDGE: Case studies and other descriptive research lack controls to rule out the effects of other co-occurring factors. Their value depends on the content/focus of the study relative to the state of knowledge existing at the time. Descriptive studies can be valuable in uncovering problems (supports, barriers, context) in implementing organizational practices. In other situations, case and descriptive research can be considered lower quality.
F - LOWEST QUALITY (NON-EVIDENCE-BASED): 1) Expert opinion (e.g., WSJ, Bloomberg etc.) or consultant hype, 2) Non-expert opinion including newspaper articles and other journalistic reports, pop management books, etc. and, 3) Standard, so-called “best” or popular practices.

* Denise Rousseau (2015)

ACADEMIC INTEGRITY

• Plagiarism and not submitting your own work are serious academic offenses with grave consequences, ranging from a mark of zero to university expulsion
• It is very important that the assessments you hand in are the product of your own work, and not work you did with anyone else
• References with page numbers are required for direct quotes
• Paraphrasing is required for all ideas that are not your own, and you must provide a proper reference
• All submissions will be checked for plagiarism with Turnitin.
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>1</td>
<td>Intro</td>
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<tr>
<td></td>
<td>What is Organizational Behaviour?</td>
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<tr>
<td>2</td>
<td>The Evidence-Based Approach</td>
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<tr>
<td>3</td>
<td>Job Performance &amp; Job Attitudes</td>
<td>Ch. 6, 21</td>
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<tr>
<td>4</td>
<td>Motivation</td>
<td>Ch. 9, 10, 12, 13, 14</td>
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<td>5</td>
<td>Engagement, Work-Family Balance, &amp; Stress</td>
<td>Ch. 26, 27, 31</td>
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<td>6</td>
<td>Power &amp; Leadership</td>
<td>Ch. 19, 20</td>
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<td>7</td>
<td>Conflict &amp; Negotiation</td>
<td>Ch. 18, 28</td>
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<td>8</td>
<td>Groups &amp; Teams</td>
<td>Ch. 15 – 17</td>
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<td>9</td>
<td>Decision Making</td>
<td>Ch. 8, 25</td>
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<td>10</td>
<td>Organizational Structure &amp; Change</td>
<td>Ch. 22, 29, 32</td>
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<td>11</td>
<td>Culture</td>
<td>Ch. 33</td>
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<td>12</td>
<td>Applications: Selection &amp; Performance</td>
<td>Ch. 1, 2, 3, 5</td>
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<td>Management</td>
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<td>13</td>
<td>Applications: Performance Management</td>
<td>Ch. 1, 2, 3, 5</td>
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<tr>
<td>14</td>
<td>Overview</td>
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- Subject to changes based on class interests / needs