ORANIZATIONAL BEHAVIOUR
HURS6004

Course Outline (online)

Description:

This course introduces the fundamental characteristics of organizational behavior (OB) and looks at how human behaviours influence the advancement and operations of an organization. Over thirteen weeks, participants will explore OB at three levels: the individual level such as personalities, attitudes, and motivations; the group level such as collective and interpersonal dynamics, conflict and decision-making; and, the organizational level such as structure, technology, and environment.

This course is designed in the philosophy of active learning and uses individual reflection, group discussions, peer assessment, written exercises, case-studies and a presentation to support the process of learning.

Course Goals:

- To increase participant knowledge of organizational behaviour at the individual, group and organizational levels
- To challenge students to think critically about current challenges facing organizations such as globalization, managing diversity and human rights, and how these themes influence organizational effectiveness
- To increase learner awareness of how to be more effective in groups and teams
- To introduce students to the theories and principles of organizational behaviour and organizational change

Learning Objectives:

At the completion of this course, students should be able to:
- Examine and apply the theories and principles of organizational behaviour at the individual, group and organizational levels by reflecting on specific organizational situations using critical thinking and research techniques.
- Analyze and discuss theoretical perspectives and research findings in the field of organizational behaviour.
- Apply the principles of organizational behaviour to working successfully as a team to analyze and present a resolution of a workplace case and conduct a peer assessment.
- Define, discuss and apply key individual, group and organizational behaviour concepts in individual assignments, discussions and the final exam.

Evaluation: Refer to the Assignment Folder in OWL for instructions

1. Online Course Participation – 20% (Instructor 15% - Student 5%)
2. Concepts in Context Paper- Journal – 20%
3. Team Presentation – 25% (Schedule to follow)
4. Self-Assessment Participation (for team presentation) – 5%
5. Peer to Peer evaluation within teams (for team presentation) – 5%
6. Final Exam Online – 25%

Notes on assignments (papers and reports):

This course outline is a sample only and is subject to change.

- Must be academic in style and content
- Must have a clear focus
- Must present ideas in a logical and well thought-out flow
- Arguments, analysis and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources
- Must be in paragraph format
- Must be double-spaced, and typewritten
- Must follow APA style

**Please note: if this course is being taken as part of the Human Resources Professional Association's (HRPA) Certified Human Resources Professional (CHRP) coursework requirement, a minimum grade of 50% or higher is required on this final exam to gain credit for the course.

Grading:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

**Please note: a minimum overall grade average of 70% is required, with no individual course grade lower than 65% to complete the Diploma in Human Resources. Students must obtain an average of 70% in all ten required courses with no individual course grade below 65% to progress to practicum.

Additional notes:
- It will be helpful to self-assess against rubrics when completing your assignments
- Discussions, papers and presentations should be academic in style and content
- Keep language simple and on topic
- I statements are allowed
- Cite all references using the style of your choice (MLA or APA)
- Use paraphrases of meaning to cite other sources. Only use direct quotes when there is no other way

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on "Scholastic Offences" in the current University Academic Calendar, or on the web at http://www.westerncalendar.uwo.ca. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University's code of conduct.

Plagiarism:

All required papers **will** be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will

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be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (http://www.turnitin.com).

Statement on Professionalism:

Students enrolled in this program are expected to maintain standards of professionalism consistent with those in the workplace. This includes absenteeism and lateness, appropriate attire, use of technology during class, and your overall demeanour, especially when giving presentations, going on site visits, or hearing from guest speakers. Please consult your instructor if you require clarification on these standards and their interpretation for a specific course.

Code of Student Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: http://www.uwo.ca/univsec/pdf/board/code.pdf.

Policy on Late Assignments:
A late assignment will receive a 10% per day deduction, including weekends, up to a maximum of 4 days, after which assignments will not be accepted and a grade of zero will be assigned unless documentation for accommodation has been provided in advance to the Instructor.

Tests and Exams:

Tests and examinations in this course will be conducted using the remote proctoring service, ProctorTrack. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. More information about this remote proctoring service is available in the Online Proctoring Guidelines at the following link:

https://www.uwo.ca/univsec/pdf/onlineproctorguidelines.pdf.

Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. Information about the technical requirements are available at the following link:

https://www.proctortrack.com/tech-requirements/.

Requesting Academic Accommodation:

We recognize that, from time-to-time, and for varied reasons, students may require accommodation for assignments, tests, or other academic responsibilities. The following information should be used as a guideline for you to balance fairness with personal accountability as you work to fulfill course and program requirements. If you have any questions about these details, please contact the Program Manager.

- If you have disability-related accommodation needs, Services for Students with Disabilities (SSD) plays a central role in Western's efforts to ensure that its academic programs are accessible for students with disabilities at the graduate and undergraduate levels. SSD arranges academic accommodation for classes, exams, internships and other course or program activities. To request academic accommodation for medical/disability-related needs, contact SSD to meet with a counsellor to discuss your accommodation needs as soon as possible. SSD can be reached at

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519-661-2147 or ssd@uwo.ca. *Note that accommodation from previous studies* _does not_ *transfer to Diploma/Certificate programs.*

- If you require accommodation for other human-rights based needs, please contact your instructor directly with your accommodation request.

- Approval of non-medical or non-human rights based accommodations is at the discretion of course instructors, who may consult with the Program Manager in some circumstances.

- If you require accommodation for a short-term medical issue, please follow the Accommodation for Illness – Undergrads policy available through the Academic Policies section of the University Secretariat website. You may also contact the Program Manager directly for assistance with this policy.

When will I receive my grades?

Assignments will be marked, and the grades available, as soon as possible after they are due. Final grades will be available within two weeks after the last scheduled day of the course and can be viewed through the Student Centre account https://student.uwo.ca.

Course Schedule:

Unit	Topic & Learning Objectives	Readings and Coursework
1	**What is OB?** Learning Objectives for this Unit: • Describe the concept of OB • Explain and determine why OB is important • Describe and analyze four perspectives of organizational effectiveness • Describe the anchors of OB knowledge	Student post-course work: **FORUM DISUCSSION**: Prepare a brief introduction to the group. In addition, please post your expectations for this course.
2	**Examining Individual Personality and Values and Workplace Emotions** Learning Objectives for this Unit: • Describe and define factors that influence individual behavior and personality • Describe personality and how the "big five" personality dimensions and four MBTI types relate to individual behaviour in organizations • Review common values and ethical principles that influence ethical behavior and cultures within Canada • Explain the causes and consequences of stress and three major stressors • Explain how emotions influence behaviours and the role of emotional intelligence in the workplace • Identify five ways to manage workplace stress	Student Course work: • NO FORUM DISCUSSION THIS WEEK • **Connect with your assigned teams/use your respective Forum Discussion Group to post 2 companies of interest for your assignment • Complete your group contracts and post in your respective forum group. (refer to the Assignment folder in OWL)

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Unit	Topic & Learning Objectives	Readings and Coursework
3	**Perceiving Ourselves and Others in Our Organization** Learning Objectives for this Unit: • Describe the elements of self-concept and how they can affect an individual's behaviour • Analyze the relationship between personality attributes and behavior (such as local of control, stereotyping and primacy effect) • Describe ways to improve perceptions relevant to organizational situations • Discuss why a global mindset is important	Student Course work: • Using your Group Forum, students will finalize their Company of choice and use their Forum group to organize/begin researching for their group assignment
4	**Team Dynamics and Communication in the Workplace** Learning Objectives for this Unit: • Define teams and discuss their benefits and limitations • Outline the team effectiveness model and discuss how task characteristics, team size, and team composition influence team effectiveness • Discuss how the team development process, norms, cohesion and trust influence team effectiveness • Identify constraints and structures to improve team decision making • Explain and analyze why communication and the four influences impact effective communication • Discuss the advantages & problems with communicating via e-mail, other electronic media and non-verbal communications • Explain how the choice of a communication medium is based on social acceptance and media richness factors • Identify common communications barriers and key active listening strategies	Student Course work: • PARTICIPATE IN WEEKLY FORUM DISCUSSION
5	**Conflict and Negotiation** Learning Objectives for this Unit: • Define conflict and discuss the positive and negative consequences of workplace conflict • Distinguish constructive conflict and relationship conflict and describe strategies to minimize relationship conflict during constructive conflict scenarios • Identify structural sources of organizational	Student Course work: • Students will use the week to Focus on their Team Assignment

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Unit	Topic & Learning Objectives	Readings and Coursework
	conflict and summarize the structural approaches to managing conflict • Outline and discuss the five conflict management styles and their use	
6	**Organizational Processes and Culture** Learning Objectives for this Unit: • Describe three types of coordination in organizational structures • Discuss the role and effects of span of control, centralization, formalization and relate these to organic and mechanistic structures • Identify and evaluate six types of departmentalization including matrix structure • Summarize the influence of external environment, organizational size, technology, and strategy on design of organizational structure • Describe the elements of organizational culture and the importance of sub cultures • List four categories of artefacts through which corporate culture is deciphered • Discuss the importance of organizational culture and the conditions under which cultural strength improves organizational performance. • Identify strategies for changing or strengthening organizational culture including the application of attraction-selection-attrition theory • Compare and contrast strategies for merging organizational cultures Describe the organizational socialization process and identify strategies to improve that process.	Student Course work: PARTICIPATE IN WEEKLY FORUM DISCUSSION
7	**Employee Motivation and Performance** Learning Objectives for this Unit: • Explain the relationship between human needs, emotions and behaviour • Summarize McClelland's Learned Needs, Expectancy and the Four-Drive Theories of Motivation and their implications for employee motivation • Describe characteristics of effective goal setting and feedback • Compare and contrast procedural and distributive justice (fairness) and their implications for performance •	Student Course work: • NO FORUM DISCUSSION this week. Student's will work on their Group Assignments/Presentation
8	**Decision-making and Creativity** Learning Objectives for this Unit:	Student Course work: • PARTICIPATE IN WEEKLY

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Unit	Topic & Learning Objectives	Readings and Coursework
	• Summarize the rational choice decision process • Describe why people do not use the rational model when identifying problems and opportunities, and evaluating and choosing alternatives • Describe the roles of emotions and intuition in decision making • Summarize and describe characteristics of employees and organizations that support creativity	FORUM DISCUSISON
9	**Power, Influence and Leadership** Learning Objectives for this Unit: • Explain the concepts of power, influence and leadership • Discuss the four contingencies of power • Summarize eight influencing tactics and when to use them • Describe the difference between influence, motivation and politics in an organization • Outline at least three approaches to leadership	Student Course work: **NO FORUM DISCUSSION** *Concepts in Context* **Paper - JOURNAL**
10	**Organizational Change** Learning Objectives for this Unit: • Describe the elements of Lewin's force field analysis model • Discuss the reasons why people resist organizational change and how change agents should view this resistance • Outline six strategies to minimize resistance to change and ways to effectively create urgency for change • Describe and compare the action research, appreciative inquiry, parallel learning structures approach to organizational change • Describe three ethical issues and two cross cultural issues in organizational change	Student Course work: Teams will have the week to work on/finalize their group assignment/presentation
11	**Case Presentations via Zoom**	**Case presentations via Zoom session** **Wrap up/ feedback within your Forum Groups**
12	**Case Presentations via Zoom** **Course Wrap up/feedback**	**Case presentations via ZOOM session,** ****Self- Assessment Team assignment and Peer to Peer within group assessment:**

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Unit	Topic & Learning Objectives	Readings and Coursework
		Final exam next week **STUDY GROUP- FINAL EXAM **Course Participation/Student self-evaluation/Lessons Learned**
13	**Final Exam - Access in OWL - Test and Quizzes**	

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