

Organizational Behaviour
**Prerequisite(s): BUS 100 or
BUS/DVST 305,
or PS 121**

Class Information		Instructor Information		First day of classes:	Wed., Sept. 7, 2016
Days:	Wed./Fri.	Instructor:	Albert Elliott MBA	Last day to add/drop, or change to audit:	Sun., Sept 18, 2015
Time:	9:45 – 11:00 a.m.	Email:	albert.elliott@ambrose.edu	Last day to request revised exam:	Mon., Oct. 24, 2015
Room:	A21410	Phone:	403.410.2904	Last day to withdraw from course:	Mon., Nov. 14, 2015
Lab/ Tutorial:		Office:	A1009	Last day to apply for time extension for coursework:	Mon., Nov 23, 2015
FINAL EXAM: Wednesday, December 14, 1:00 – 4:00 in room A2131		Office Hrs.:	M-F 8AM-4PM by appointment	Last day of classes:	Mon., Dec 12, 2016

Textbook and Readings:

Dyck, B., & Neubert, M. J. (2014). *Organizational Behavior*. Hoboken, NJ: Wiley.

Network for Business Sustainability (2010). *Embedding sustainability in organizational culture: A systematic review of the body of knowledge*.

Network for Business Sustainability (2011). *Embedding sustainability into the culture of municipal: A resource for municipal change agents*.

Network for Business Sustainability (2015). *Long-term thinking in a short-term world: A guide for executives*.

Additional assigned readings (TBD)

Course Description:

This course introduces students to the theory of organizational behaviour (the study of people at work in organizations). It examines the behaviours of individuals working alone or in teams, and how organizations' characteristics, management practices and other factors influence this behaviour, and ultimately organizational effectiveness. It also examines the process of organizational change.

Expected Learning Outcomes:

Upon successful completion of this course, students can expect to have:

1. Achieve a sound understanding of the basic theories, principles and concepts that encompass both conventional and sustainable Organizational Behaviour (OB)
2. Have an opportunity to learn about yourself and others
3. Gain a realization that OB permeates every aspect of organizational life
4. Practice skills for more effective communication and interaction with others
5. Appreciate how a strong foundation in OB can give an advantage in the business world to both the individual and the organization

Course Requirements and Evaluation:

Course grading and evaluation will be conducted according to the following:

Individual Report	15.0%
Group Interactive Class Presentation	25.0%
Midterm Exam 1	20.0%
Final Exam (cumulative)	30.0%
Class Participation/Attendance	10.0% ¹

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. Late assignments will lose 10% per day late. Assignments will not be accepted more than 5 days late.

In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

COURSE ASSIGNMENTS:

Class Participation and Attendance:

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace (either non-profit or for-profit). The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (50%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Misses no more than one class (100%); misses two classes (85%)	Misses three classes (72%).	Misses four classes (60%)	Misses five or more classes (0%)
Group Discussions and Contribution Quality (50%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Individual Organizational Behaviour Report

Each student will have to write a commentary on journal article(s) or recent news topics. The eligible news articles should be current (i.e. after January 1, 2015) and cover a Human Behavior in Organizations (OB) issue(s) in the world today. You will need to acknowledge the sources in your writing and reference list. Please consult with the instructor if you need further clarification.

Papers are expected to be 2 to 3 pages in length (APA style, 11/2 line spacing, 1-inch margins) In addition students will be required to present the ideas stated in the commentary using PowerPoint slides (5 slides max.) in a 3-5 minute scheduled session. It is hoped that this will energize the classroom discussion, induce critical thinking and expose the other students to a broad range of topics relevant to the OB syllabus.

Students need to present a summary of the article in the first paragraph highlighting the thesis of the writer. Following this, you need to analyze the issues using your OB knowledge from the course explaining their importance/relevance to OB activities/practices. You will need to assess whether the proposed solutions have merit and what the cost/benefit would be for both the employer and employees. Finally you need to conclude whether you agree with the findings/proposed solutions from a practical ethical standpoint.

You will need to submit the soft copy of the article with appropriate 'high-lighting' of key points raised in your paper.

Grading Rubric – Written Reports

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)

<p>Purpose and Content (30%)</p>	<p>My paper fully addresses the assignment's objectives. I have a well-developed and supported thesis. I develop my ideas and focus on relevant details.</p>	<p>My paper largely addresses the assignment's objectives. I have a workable and mostly supported thesis. I generally develop my details, although I do get a little unfocused occasionally.</p>	<p>My paper misses some of the assignment's objectives. It has some elements of a thesis, but is not well developed and it is somewhat unclear.</p>	<p>My paper doesn't really get at the assignment's objectives. It does not have a sense of direction and is often unclear.</p>
<p>Critical Thinking (25%)</p>	<p>My paper goes above and beyond identifying the most obvious issues. I make claims that may be controversial but at the same time I give clear and accurate reasons in support of my claim, including a discussion of the reasons against my claim and why it is still valid.</p>	<p>My paper raises the more obvious issues. If I make controversial claims, they are not fully supported. Otherwise, I present fairly standard claims with good support.</p>	<p>My paper raises some of the key issues. My claims are fairly standard with some limited support.</p>	<p>My paper does not address the key issues. Whatever I claims I make are inadequately supported.</p>
<p>Voice and tone (15%)</p>	<p>It sounds like I care about my argument. That which I care about is embodied in the paper. There is a sense of passion or enthusiasm in my writing.</p>	<p>My tone is OK, but my paper could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.</p>	<p>My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.</p>	<p>My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.</p>
<p>Organization (15%)</p>	<p>My writing has a compelling opening, an informative middle, and a very satisfying conclusion.</p>	<p>My writing has an acceptable beginning, middle, and end.</p>	<p>My organization is rough but workable. I may sometimes get off topic.</p>	<p>My writing is aimless and disorganized.</p>
<p>Mechanics: Conventions and Sentence Fluency (15%)</p>	<p>My paper uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow the conventions of the APA or MLA writing style and use these for citations in my paper and in my reference/works cited section.</p>	<p>I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My essay marches along but doesn't dance. I generally follow APA or MLA writing style, but I'm inconsistent in its usage.</p>	<p>I have enough errors in my essay to distract a reader. My sentences are often awkward, run-ons, or fragments. My paper suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style.</p>	<p>Numerous errors make my paper hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My paper suggests that I don't know what APA or MLA is or I don't cite my sources.</p>

Group Interactive Class Discussion

Case studies are used to analyze the relationship of theory to practice and to illustrate the practical relevance of theoretical models to HR activities. For this study I am proposing groups select an organization in Calgary (either Public, Private or 'Not for Profit' and conduct an interview with a key HR leader or COO to discover key issues, approaches, success stories, challenges etc., that Senior Management+ face as they give leadership. In preparing the report a context is required reviewing peer organizations; impacts of the local socio-economic environment; a concise profile of the organization being reviewed; plus any other related factors to your analysis and conclusions.

Normally, students will be assigned to groups and will prepare a concise 4-5 page written report using APA writing style. The paper, which should be thoughtful, clear and demonstrate critical thinking and professionalism, should include:

- ☐ Cover page
- ☐ Introduction: The reason or the purpose for the topic chosen
- ☐ Background: This should include the summary of the issue or case
- ☐ Current thinking: this should reference information obtained through your review of the literature on the topic
- ☐ Analysis: This should address how the information can/will be put into practice; your arguments for and against the subject matter; and include an implementation/applicability section.
- ☐ Conclusion: This should summarize the paper and include final thoughts about the topic.
- ☐ References: There must be at least ten references from scholarly articles as well as references from recent texts, websites and other publications
- ☐ Supplemental materials: These should be included as an appendix at the end of your paper. If you are using material from your chosen organization, permission to include it must be obtained citing the source. In addition all relevant confidentiality issues must be observed.

The ten-minute in-class presentation should summarize your analysis and recommendations for the topic chosen. When making presentations, groups should allow an additional few minutes to field questions, comment or debate from the class. The presentation should be creative, informative and interesting which will serve as a learning experience for the class.

Grade Summary:

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Weekly Reading and Assignment Schedule

Sep 9 th	Putting People First	Neubert 1
Sep 11 th	Exploring the Landscape of OB	Neubert 2
Sep 16 th	Understanding Individual Attributes	Neubert 3
Sep 18 th	Understanding Individual Attributes Chapter Interactive Discussion (Example)	
Sep 23 rd	Considering Individual States	Neubert 4
Sep 25 th	Considering Individual States Chapter Interactive Discussion (Groups)	
Sep 30 th	No Class (Spiritual Emphasis Day)	
Oct 2 nd	Motivating Individuals	Neubert 5
Oct 7 th	Motivating Individuals Chapter Interactive Discussion (Groups)	
Oct 9 th	Making Decisions and Midterm 1 Prep	Neubert 6
Oct 14 th	Midterm Exam 1 (chapters 1-5)	
Oct 16 th	No Class (work on Sustainable Organizational Behaviour Report)	
Oct 21 st	Making Decisions Chapter Interactive Discussion (Groups)	
Oct 23 rd	Leading Self	Neubert 7
Oct 28 th	Leading Self Chapter Interactive Discussion (Groups)	
Oct 30 th	Understanding Relationships	Neubert 8
Nov 4 th	Understanding Relationships Chapter Interactive Discussion (Groups)	
Nov 6 th	Leading Others	Neubert 9
Nov 11 th	No Class (Remembrance Day)	

Nov 13 th	Leading Others Chapter Interactive Discussion (Groups) and Midterm 2 Prep	
Nov 18 th	Midterm Exam 2 (chapters 6-9)	
Nov 20 th	Leading Groups and Teams	Neubert 10
Nov 25 th	Leading Groups and Teams Chapter Interactive Discussion (Groups)	
Nov 27 th	Understanding Organizational Culture and Structure	Neubert 12 NBS Articles
Dec 2 nd	Understanding Organizational Culture and Structure Chapter Interactive Discussion (Groups)	
Dec 3 rd	Assignment: Sustainable Organizational Behaviour Report due in Moodle by 11:59 p.m.	
Dec 4 th	Developing Organizational Culture and Structures	Neubert 13
Dec 9 th	Developing Organizational Culture and Structures Chapter Interactive Discussion (Groups)	
Dec 11 th	Discussion: The Future of Sustainable OB Discuss findings from your reports	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office

in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.