GMGT 2070: Introduction to Organizational Behavior
Section A05

Faculty: Professor Ruodan Shao (please call me Ruodan)
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Phone: 204-474-9951 (office)
Email: Ruodan.Shao@umanitoba.ca (best way to reach me)

Course Website: https://universityofmanitoba.desire2learn.com/d2l/login

Meeting Time: Thursdays from 11:30 AM - 2:15 PM
Meeting Room: Drake Centre 140
Office Hours: Thursdays from 2:30 PM – 4:00 PM (Email me in advance about your visit)

INTRODUCTION

GMGT 2070 is the introductory core course in Organizational Behaviour (OB). The primary objective of this course is to teach you about the effects of organizational structures and interpersonal processes on the behaviour of individuals in organizations and the wider implications for the effectiveness and success of organizations. You will also learn to consider the entire organization as an actor and examine how it behaves in different types of environments. Throughout the course an emphasis is placed on how you, as an organizational member or consultant, might experience, interpret, and manage people, structures, and processes in organizations. The main goal of the course is to help you develop interpersonal skills that will allow you to succeed in your future career in business.

This course is designed to sharpen your ability to diagnose and solve a broad range of organizational problems. Through readings, lectures, cases, and experiential exercises, we will introduce you to frameworks from the social sciences that are useful for understanding organizational processes and teach you how to apply these frameworks to particular situations. Readings are provided to give theoretical grounding for each day’s discussion, and are a starting point for our discussions. You are expected to show a high level of commitment to the course by carefully reading the assigned material prior to coming to class each day. You should come to class ready to absorb lessons from the applied examples of the readings that we will discuss. We do not believe in passive learning. If you put in the appropriately high level of effort we assure you this will be a course you will not forget.

The course has four topic areas:

1) Understanding Individuals in the Workplace. To function in today’s changing workplace, you need to have an understanding of individual differences, motivation and rewards, and working in groups. You will begin working in groups during this part of the term.

2) Communicating Decisions. One important aspect of working with others is knowing how to communicate effectively, how to give feedback, how to make decisions, and how to handle conflict.
It is also useful to know how to negotiate effectively. You will learn how to deal with conflict and communicate feedback to others during this part of the term, and in the process of working on your group project you will no doubt experience many opportunities for negotiation.

3) Designing and Changing Organizations. Organizations are not fixed entities carved in stone. Rather, effective organizations adjust their design to accommodate the goals of the organization. You will learn about organizational structure, job design, culture and change during this part of the term.

4) Leading Others. One important aspect of being a manager is understanding how to lead others. During this part of the term you will learn about leadership and power, and then reflect on how to lead effectively, whether or not you are the formal leader.

Expected Accomplishments

During this course you will be exposed to a variety of topics and understandably, you will be expected to master a basic understanding of the concepts of organizational behaviour. More importantly, you will be engaged in an ongoing group process so that you can work on achieving some mastery in the following interpersonal dynamics:

1) awareness of how your values and attitudes affect the dynamics of your group
2) awareness of how feedback, or the lack of it, affects the group process
3) awareness of how motivating others, or failing to motivate others, directly affects group outcomes
4) awareness of how you can more effectively contribute to group processes in the future.

ASSIGNMENTS: READINGS AND EXERCISES

You will be working primarily from a textbook and additional materials provided by your instructor. Concepts and how they apply in organizations may appear simple on the surface but typically they are subtle, complex and more difficult to apply. To understand the material covered in this course and do well on the examinations it is crucial that you read the material BEFORE class sessions so that you can contribute thoughtfully to the class discussions and exercises.

While it is helpful to bring your materials to each class meeting, it is imperative to bring them when I have designated a particular exercise from the text. A detailed, day-by-day schedule of readings and assignments is included below. It is essential that assignments and any exercises I choose from the potential exercises be prepared prior to class meetings in the manner indicated by the syllabus. It is your responsibility to note these assignments ahead of time and clarify any questions directly with me.

Course Materials to be Purchased


GRADING

1) Midterm Examination (25 percent of course mark)

There will be a mid-term exam on February 15, 2018. Please mark this date on your calendar now and raise any potential conflicts to me IMMEDIATELY (and prior to January 20, 2018). If you do not draw a conflict to the attention of your instructor prior to January 20, you will have committed to
taking the exam on **February 15, 2018** (Exact Time and Place TBA). This exam will be 90 minutes long. The exam will be multiple choice format, and will be **worth 25 percent of the course mark**. If you would like to test your understanding of the material and practice multiple choice questions, please visit the website for the textbook via the link on the main class webpage. In general, make-ups will not be given for a missed mid-term. Instead, a mark of zero (0) will be assigned. If a legitimate excuse is provided, the student may be permitted to have the final exam weight adjusted to account for the missed mid-term.

2) **Final Examination (40 percent of course mark)**

There will be a comprehensive final examination during the regular examination period at the end of the term. The content of the final exam will be uniform across sections. The final will be worth **40 percent of the course mark** and will be a maximum length of 2 hours. **YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.**

3) **Case Presentation (20 percent of course mark)**

This exercise applies basic techniques of organizational change and development. The class will be divided into multiple consulting groups. Each consulting team will prepare an oral presentation of their suggestions for change. Consulting teams will be evaluated on the appropriateness of their suggestions, as well as their oral presentation. Each presentation will be marked by the instructor, and each individual's mark will be determined from the results of a peer evaluation that considers your contribution to the project. A more complete description of this project will be provided in class and on UMLearn. **Please note that your actual grade in this project will be determined from your group's recommendation of the portion of the grade you should receive on the project. This is a group project, and students will be evaluated on their performance within the group.** Be advised, however, that if any student intends to assign a mark of less than 80 percent to a member of his/her group, the student must notify the instructor and the group member **at least one week before the case presentation** so that the group member has an opportunity to improve behaviour.

4) **Class Participation (15 percent of course mark)**

Class participation involves **two aspects**.

**Attendance (5%):** Punctuality and regular attendance in classes is of prime importance for successful completion of this course, just the same as punctuality and attendance is important in our working world. You will be expected to arrive for class on time and to remain in class until the end of the class session.

**Participation (10%):**

Because this course relies heavily on applications and discussions of materials, 10 percent of your grade will be determined from active learning activities. Active learning means that you take responsibility both for your learning, and helping others to learn more about the material. This course is about building skills to enable you to be a better employee, team member, manager and leader. Active learning in the course is your way to demonstrate the attitudes and behaviours that are required of these roles.

Participation (active learning) can be demonstrated in a variety of ways. These may include:

- **Involvement** – being fully engaged throughout the class.
- **Preparation** – using the course outline to plan and prepare for each class, completing readings prior to class, developing informed individual responses to the materials, bringing any additional materials distributed by your instructor and submitting assignments on time following the instructions, and performing well on any pop quizzes your instructor gives.
- **Participation in full-class discussions** – offering informed, constructive, original contributions that build on what classmates have already said to move the discussion forward, integrating the lessons
from the theoretical readings into the discussion, and being prepared if you are called on without raising your hand. Please note that participation that does not add any value is treated the same as not participating. Frequent non-quality contributions may be penalized. Quality of contribution is rewarded – not quantity.

- Participation in small-group activities – taking an active role in the discussion without dominating it, keeping the group on-task, encouraging the whole group to participate, and facilitating discussion.

In the past students who have prepared the theoretical readings in a study group before class have benefited greatly from the advance preparation.

Since this is an active learning focused course, we consider attendance in every class to be very important. If you do miss a class, it is your responsibility to find out from your classmates what material was covered, what additional assignments were made, and what handouts you may have missed.

You are expected to be prepared for every class meeting. Since we frequently call on students whose hands are not raised, please let us know before the start of class if you are not prepared so that we can avoid embarrassing you inadvertently. Note, however, that this should only occur for exceptional reasons.

5) Grading Policy: Grades in this course are assigned on a 4.5 scale as described in the following table.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A+</td>
<td>4.5</td>
</tr>
<tr>
<td>85-91</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>77-84</td>
<td>B+</td>
<td>3.5</td>
</tr>
<tr>
<td>70-76</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
<td>2.5</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>50-59</td>
<td>D</td>
<td>1.0</td>
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</tbody>
</table>

These tentative cut-offs are subject to adjustment up or down depending on the relative performance of the class.
AACSB Assurance of Learning Goals and Objectives

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
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<tr>
<td>Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
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<tr>
<td>Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
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<td>Analyze quantitative output and arrive at a conclusion.</td>
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<tr>
<td>2 Written Communication</td>
<td></td>
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<tr>
<td>Use correct English grammar and mechanics in their written work.</td>
<td>✔</td>
<td>Exams and presentations</td>
</tr>
<tr>
<td>Communicate in a coherent and logical manner</td>
<td>✔</td>
<td>Exams and presentations</td>
</tr>
<tr>
<td>Present ideas in a clear and organized fashion.</td>
<td>✔</td>
<td>Exams and presentations</td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td></td>
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<tr>
<td>Identify ethical issues in a problem or case situation</td>
<td>✔</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Identify the stakeholders in the situation.</td>
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<tr>
<td>Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✔</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Discuss the ethical implications of the decision.</td>
<td>✔</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>✔</td>
<td>Entire course</td>
</tr>
</tbody>
</table>

Academic Integrity

It is critical to the reputation of the Asper School of Business and of our degrees, that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of
  another person, whether written or verbal (e.g., personal communications, ideas from a verbal
  presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of
  submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions
  with the instructors involved

**Group Projects and Group Work**

Many courses in the Asper School of Business require group projects. Students should be aware
that group projects are subject to the same rules regarding academic dishonesty. Because of the unique
nature of group projects, all group members should exercise special care to ensure that the group project
does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly
accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or
at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this
issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the Asper School of Business, all suspected cases of academic dishonesty are passed to the
Dean's office in order to ensure consistency of treatment.

**IMPORTANT: Effective September 1, 2013,** the U of M will only use your university email account for
official communications, including messages from your instructors, department or faculty, academic advisors,
and other administrative offices. If you have not already been doing so, please send all emails from your UofM
email account. Remember to include your full name, student number and faculty in all correspondence.
For more information visit: [http://umanitoba.ca/registrar/e-mail_policy](http://umanitoba.ca/registrar/e-mail_policy)

**Deferred Exams**

Effective September 2005, the Department of Business Administration has instituted a policy which provides
**ONE DATE ONLY** for students who have deferred their final exams. **The deferred final exam date has been pre-set for May 25, 2018 at 5pm in Drake Centre (Room TBA). This does not apply to take home final exams.**
Please refer to University of Manitoba’s Policy 1305 – Exam Regulations (http://umanitoba.ca/admin/governance/governing_documents/academic/454.htm) or the Undergraduate Program Office for rules and regulations concerning deferred exams.

**Unclaimed Assignments**
Pursuant to the FIPPA Review Committee’s approved recommendations as of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.
## Class Schedule (Tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Mandatory Readings (before class)</th>
<th>Exercises</th>
<th>Assignment (after class)</th>
</tr>
</thead>
</table>
| Week 1   | Introduction                       | Ch. 1, “What is Organizational Behaviour?” | • LAN: “Interpersonal Skills in the Workplace,” (pg. 29)  
• Lifeboat exercise                         | • Read syllabus and place all critical dates on your calendar  
• Make a name tent with the name you like to be called, and bring it to each class.  
• Read Chapter 2  
• Complete online personality test                      |
| Week 2   | Perceptions, Personality and Emotions | Ch. 2, “Perception, Personality and Emotions” | • Case: On the costs of being nice  
• Share personality test results | • Form groups with 5 – 6 students per group  
• Read Chapter 3                           |
| Week 3   | Values and Attitudes               | Ch. 3, “Values, Attitudes, and Diversity in the Workplace” | • QUIZ 1 (CH 1 & 2)  
• WEB: Implicit Attitudes Test ([https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)) | • Deadline: You must notify me about any midterm exam conflicts that you anticipate  
• Read Chapter 4                                                   |
| Week 4   | Motivation                         | Ch. 4, “Theories of Motivation”    | • Exercise on Organizational justice  | • Read Chapter 5                                                                         |
| Week 5   | Applied Motivation Incentives      | Ch. 5, “Motivation in Action”      | • “Are CEOs Paid Too Much?”  
• “Rewards for Workforce Diversity” | • Review Chapters 1-5                                      |

**Week 6: MIDTERM EXAM (Exact Time and Place TBA)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Mandatory Readings (before class)</th>
<th>Exercises</th>
<th>Assignment (after class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Group Effectiveness</td>
<td>Ch. 6, “Groups and Teamwork”</td>
<td>• “The Paper Tower Exercise,”</td>
<td>• Read Chapter 9</td>
</tr>
<tr>
<td>Week 8</td>
<td>Conflict and Negotiation</td>
<td>Ch. 9, “Conflict and Negotiation”</td>
<td>• 24/7 negotiation exercise</td>
<td>• Read Chapter 8</td>
</tr>
<tr>
<td>Week 9</td>
<td>Power and Politics</td>
<td>Ch. 8, “Power and Politics”</td>
<td>• QUIZ 2 (CH 6 and 9)</td>
<td>• Read Chapter 11</td>
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<td></td>
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<td></td>
<td>• Barry’s peer becomes his boss</td>
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<td></td>
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<td>• Status battle</td>
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<tr>
<td>Week 10</td>
<td>Leadership</td>
<td>Ch. 11, “Leadership”</td>
<td>• Ethical Decision making</td>
<td>• Read Chapter 13</td>
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<td></td>
<td></td>
<td></td>
<td>• Group presentations</td>
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<tr>
<td>Week 11</td>
<td>Organizational structure</td>
<td>Ch. 13, “Organizational Structure”</td>
<td>• Group presentations</td>
<td>• Read Chapter 13</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Designing organizational structure</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Organizational structure</td>
<td>Ch. 13, “Organizational Structure”</td>
<td>• Group presentations</td>
<td>• Course wrap up and final exam</td>
</tr>
</tbody>
</table>