GMGT 6030 (A02) (3.0 CH)  
ORGANIZATION THEORY & BEHAVIOUR  
FALL 2012

INSTRUCTOR

Name: N. Sue Bruning  
Phone: 474-6566  
Fax: 474-7545  
Email: sue.bruning@ad.umanitoba.ca

Office Location: 420 Drake Centre  
Office Hours: By appointment  
Class Time: 6:15 – 9:30 pm Thursday

COURSE DESCRIPTION

GMGT 6030 is a 3.0 credit hour graduate course which examines current theories of structure and behaviour as they apply to formal organizations, be they private, public, or not-for-profit in nature.

COURSE OBJECTIVES

The course objectives are to provide:
- an appreciation of the complex, individual, group and organization behaviours, dynamics and tensions routinely at play inside and between organizations;
- a set of organization design and management theories and tools for future use;
- an opportunity to build one’s organization analysis and decision-making skills through case discussions and exercises; and
- an opportunity to work in teams in a variety of activities.

COURSE MATERIALS

The readings are listed under the topic heading. Students are expected to source the materials from University of Manitoba’s (electronic) library. Instructions for accessing documents are provided at the end of the outline.

COURSE ASSESSMENT

- Individual Assignments – 35%
- Group Assignments and Presentation – 25%
- Individual Participation – 25%
- Group Participation – 15%
<table>
<thead>
<tr>
<th>Cumulative Marks</th>
<th>Grade</th>
<th>GPA</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.5</td>
<td>Excellent</td>
</tr>
<tr>
<td>80-89</td>
<td>A</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
<td>3.5</td>
<td>Good</td>
</tr>
<tr>
<td>70-74</td>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
<td>2.5</td>
<td>Marginal</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>50-59</td>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Below 50</td>
<td>F</td>
<td>0.0</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**COURSE SCHEDULE**

GMGT 6030 is made up of ten three-hour sessions. Each of the sessions will incorporate a variety of activities, presentations, various learning/discussion opportunities and assigned readings. Teams will be assigned at the beginning of the course and will be serve as an integral participation and organizational aspect of the course through exercises, case analyses and presentations. Student preparation and participation is critical to the success of the course.

Session Descriptions:

*Additional readings may be assigned.*

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>ASSIGNED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATIONS AS PURPOSEFUL SYSTEMS</td>
<td></td>
</tr>
<tr>
<td><strong>SESSION 1 – Organization Mission and Scope of Organizational Behavior</strong></td>
<td><strong>Readings (see full citations below the session schedule):</strong></td>
</tr>
</tbody>
</table>
| Focus: The critical nature and challenge of defining and implementing the organization’s present and future purpose. The question of how organizational behaviour fits with realization of the organization’s mission and purpose. | 1. Bart and Hupfer (2001)  
2. Epstein, Buhovac & Yuthas (2010)  
3. Lei & Slocum (2009)  
5. (Optional) Mirvis, Googins & Kinnicutt (2010)  
6. (Optional) Javidan & House (2001)  
7. (Optional) Smith et al (2011) |
| Topics: Organization mission and purpose; and organizational culture | |

| ORGANIZATIONAL PROCESSES                   |                   |
| **SESSION 2 – Organizational Structure and Design** | **Readings:** |
| Focus: Current environmental changes that impact on how organizations are structured and designed. | 1. Anand & Daft (2007)  
2. Cooper & Starkey (2010)  
5. (Optional) Galbraith (2010)  
<table>
<thead>
<tr>
<th>SESSION 3 - Organizational Systems, Analyses and Effectiveness</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: How organizational systems are organized to enhance effectiveness. What role does human capital play in the development of organizational effectiveness?</td>
<td>1. Harris (2010)</td>
</tr>
<tr>
<td></td>
<td>2. Lawler (2008)</td>
</tr>
<tr>
<td></td>
<td>6. (Optional) Yukl &amp; Lepsinger (2005)</td>
</tr>
<tr>
<td>Topics: The nature of organizational effectiveness, people and competitive advantage</td>
<td></td>
</tr>
</tbody>
</table>

**INDIVIDUALS IN ORGANIZATIONS**

<table>
<thead>
<tr>
<th>SESSION 4 – Individual Differences and Attitudes</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics: Diversity, employee attitudes and skills, personality and employee-job fit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 5 – Perceptions, Attributions and Emotions</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: The role that employee perceptions, attributions play in their own and organizational performance.</td>
<td>1. Ashkanasy (2002)</td>
</tr>
<tr>
<td></td>
<td>2. Barsade &amp; Gibson (2007)</td>
</tr>
<tr>
<td></td>
<td>5. (Optional) Inamori &amp; Analoui (2009)</td>
</tr>
<tr>
<td>Topics: Employee perceptions, the role of positive and negative emotions in organizations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 6- Motivation</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: The role that employee motivation plays in performance and strategies that can be used to enhance employee motivation</td>
<td>1. Cropanzano et al (2007)</td>
</tr>
<tr>
<td>Topics: Basic theories of motivation and the implications for management practice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 7 – Work Systems – Job Design</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: The translation of motivation theories into work system and job design.</td>
<td>1. Erickson (2008)</td>
</tr>
<tr>
<td></td>
<td>4. Michaiidis &amp; Dracou (2011)</td>
</tr>
<tr>
<td>Topics: Job characteristics model and how organizations incorporate job design principles into their organizations</td>
<td></td>
</tr>
</tbody>
</table>
GROUPS, TEAMS AND INTERPERSONAL PROCESSES

SESSION 8 – Groups and Teams

Focus: The nature of organizations has led to significant changes in the way that teams are organized. The effective use of teams is an important component of organizational effectiveness.

Topics: The structure of effective teams, virtual teams, leadership within team environments

Readings:
6. (Optional) Seijts & Gandz (2009)

SESSION 9 – Leadership, Power and Empowerment

Focus: Distributed leadership is a current popular strategy for organizing leadership. This topic examines the distribution of power and distributed leadership in organizations.

Topics: Summary of primary models of leadership, distributed leadership, empowerment as distributed leadership

Readings:
2. Fey (2008)
3. Fulmer (2001)

SESSION 10 – Managing Organizational Change

Focus: Examination of organizational change strategies and challenges.

Topics: Planned organizational change, resistance to change, organizational examples of change initiatives

Readings:
2. Werther (2002)

Full Citations for the Readings:

Session 1:


**Session 2:**


**Session 3:**


**Session 4:**

Session 5:


Session 6:


Session 7:


Session 8:

Session 9:


Session 10:


**ACADEMIC REGULATIONS**

Students are encouraged to contact Accessibility Services at 474-6213 or the instructor should special arrangements need to be made to meet course requirements. For further information please visit [http://umanitoba.ca/student/saa/accessibility/](http://umanitoba.ca/student/saa/accessibility/)

**EXAM RESCHEDULING POLICY**

Students are expected to write ALL exams with their classmates at the scheduled exam time. Requests for exam rescheduling must be referred to the Graduate Program Office. Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook for further information:

How to Access articles via University of Manitoba’s “e-Library”

1. Go to U of M website: http://umanitoba.ca.

2. Click on Libraries under the “Resources” tab.

3. You will be taken to a “One Stop Search” page. Enter the title of the article you are searching for in the space provided and click on “Search Library”.

4. You will be provided with a list of article names and authors to choose from. Click on the correct article.

5. Select Full Text Available

6. Select PDF Full Text

Note: You will be prompted to enter your Library ID and PIN. Your library ID is your 7-digit student number and your PIN is your date of birth in format YYMMDD unless you have changed your PIN. Detailed instructions are given at this point should you need access help.
It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves 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 Graduate 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 tests 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.

Many courses in the I. H. 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 must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

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 I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.
MEDICAL ABSENTEEISM FORM
I.H. Asper School of Business, The University of Manitoba

**STUDENT IDENTIFICATION:** *(PLEASE PRINT CLEARLY)*

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>U of M Student Identification Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Instructor Name</th>
</tr>
</thead>
</table>

Student’s Signature _______ Date _______

**TO BE COMPLETED BY THE ATTENDING PHYSICIAN:** *(after the above section is completed)* *(PLEASE PRINT CLEARLY)*

<table>
<thead>
<tr>
<th>Physician’s Last Name</th>
<th>Physician’s First Name</th>
<th>Middle Initial</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City, Province</th>
<th>Postal Code</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Telephone Number</th>
<th>Fax Number</th>
</tr>
</thead>
</table>

**To the attention of the physician:** Your evaluation of the student’s condition is being used for the purpose of determining whether or not the student has a **valid reason** to miss an important **exam** or **assignment**. **Your professional evaluation is necessary to ensure that only valid cases are excused.**

**I certify that the nature of the student’s condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.**

The student’s condition will likely span the following dates:

(Indicate start date) _______________ until _______________ (Indicate end date)

Physician’s Signature _______ Date _______

**NOTES TO PHYSICIAN:**

- Please make a note in the student/patient’s file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student’s condition.
- **PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.**

**NOTES TO STUDENT:**

- The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor’s certification that the student’s condition is severe enough to prevent the student from taking the exam or completing the assignment.
- It is **NOT SUFFICIENT** to provide a note that only indicates the student visited the doctor’s office.

May 2009
N. Sue Bruning
Department of Business Administration
I.H. Asper School of Business

N. Sue Bruning, Ph.D. is a Professor of Business Administration at the I.H. Asper School of Business at the University of Manitoba in Canada. Her teaching and research specialties are in a number of areas of organizational behaviour including diversity, leadership, organizational change, teamwork, expatriation, workplace aggression, psychological contracts and healthy organizations. She (with other colleagues) has received a number of major federal grants from both US and Canadian sources that have covered topics such as stress management strategies, expatriation processes and the impact of healthy organizations policies and practices. She has worked closely with a number of organizations on research and training activities, including General Electric, Alcatel, City of Winnipeg, Ducks Unlimited, Standard Aero, etc. Her professional activities include Past President of the Administrative Sciences Association of Canada (ASAC) and of the International Federation of Scholarly Associations of Management (IFSAM). She was the Department Head of her academic department, from 2000 until 2005 before deciding to return to an academic research and teaching position. She has published an introductory organizational behaviour textbook (with coauthors) and has presented over 100 papers at academic conferences and published over 40 research articles. She is currently coauthoring a book on the management of health and safety in organizations with Paul Gallina and David Halton. Dr. Bruning has taught courses and made presentations at a number of universities in various countries, including: USA, Canada, Finland, Japan, South Africa, Tanzania, Switzerland, Australia, Singapore, China, Malaysia and Germany.