

GRANDE PRAIRIE REGIONAL COLLEGE
BUSINESS ADMINISTRATION DEPARTMENT
COURSE OUTLINE

1990-91

W.

BA 139 ORGANIZATIONAL BEHAVIOUR

TEXT: Essentials of Organizational Behaviour, Robbins,
Prentice Hall, 1988.

PREREQUISITE: Nil.

COURSE DESCRIPTION: The organization of human productive energy is the central focus of this introductory course. The themes of balancing task and relationship requirements and the needs of the organization with those of the person are stressed. Specific topics include: motivation, stress, group dynamics, leadership and the management of change.

COURSE OBJECTIVES: Organization behaviour type courses have, in some critics' minds, the reputation for being "trendy" and "mushy", i.e. probably worth taking a look at but certainly not worth serious academic study and even more assuredly, not of any great value in the work place. In a word, this view is nonsense.

While it is premature to call the discipline a science, there is a body of well researched knowledge which is anything but "mush". As well, it is the rare executive who will deny that his major problems arise from people issues. This course does expose students to theory but seriously attempts to make it practical and relevant.

In short, no student is adequately prepared to enter the modern business world without an appreciation for the fundamentals of how and why people (including themselves) behave as they do. This, then, is the major objective of this course.

A subsidiary objective is to provide an opportunity for students to use the concepts and principles derived.

Finally, it is hoped that students will re-evaluate their attitudes in the light of the material covered.

CT 126 - ORGANIZATIONAL BEHAVIOUR

GRADING:	Mid Term Exam	20%
	Final Exam	30%
	Skit	15%
	Quizzes	30%
	Class Contribution	5%
		100%

(Class Contribution - responses to questions
- questions initiated
- interaction with other students)

Conversion from percentages to stanines as follows:

90 - 100%	9
80 - 89%	8
72 - 79%	7
65 - 71%	6
57 - 64%	5
50 - 56%	4
45 - 49%	3
26 - 44%	2
0 - 25%	1

COURSE CONTENT:

<u>Topic</u>	<u>Time Allotment</u>	<u>Text Chapters</u>
Introduction	1.5 Weeks	1,
Motivation	3 Weeks	3, 4, p.198-204
Stress Management	1.5 Weeks	
Group Dynamics	3 Weeks	6
Leadership	2 Weeks	8
Resistance to Change	1.5 Weeks	p.223-231
Review	.5 Week	

SKITS

Objectives: .enhance learning by application of material.
.use creative talents of students.
.enjoyable change of pace
.review of material
.provide a common denominator re: group dynamics

Task: In groups of 4-5, write and deliver a 7-10 minute skit which is based on a real situation and which demonstrates an OB principle in use or abuse. Skits in which an OB principle could or should have been use but wasn't will likely provide the most interesting material. Scripts may be read but feel free to fully exercise your creative faculties- the more outlandish the better! Then, a 7-10 minute debrief, Q&A session lead by the group is required during which time the OB portion should be hammered home. I will be pleased to help if asked. Work with whomever you choose. All students in the group get the identical mark.

Marking Scheme:	Creativity and Polish of Presentation	3
	Interest Aroused and Maintained	2
	Relevance of Skit to OB	3
	Adherence to Time Lines	1
	Learning Value of Debrief	6
	TOTAL	15

Due: One each Wednesday starting March 7/89
Please advise group members names and topic before Feb. 21

TESTS:

Only those students who contact me before a scheduled test will be permitted to write a supplemental.

ASSIGNMENTS:

1. Barring legitimately exceptional circumstances, assignments are due by 3:00 p.m. on the due date (or in class for evening courses). Late assignments will be docked 10% per school day late. Please note that assignments are late as of 3:05 p.m.
2. Preferably assignments will be typed. However, so long as they are legible they will be accepted in handwritten form. Illegible papers will be returned unmarked.
3. At the College level, you are expected to submit assignments which are properly edited, free of spelling and grammatical errors. Assignments with excessive errors may be returned unmarked.
4. Students are encouraged to discuss cases among themselves. However, unless the case is specifically designated as a group paper, write-ups are to be done independently. Plagiarism will be treated in the harshest possible terms.

PUNCTUALITY/ATTENDANCE:

Classes will start on time and reviews of material already covered will not be provided for late students. While students are expected to attend class regularly attendance will not be taken. Failure to attend regularly will impact the class contribution portion of the final grade and will influence my willingness to provide remedial assistance. In other words, don't ask me for help if I haven't seen you in class for six weeks (barring legitimate reasons, of course).

FINALLY:

The onus is on the student to seek help if required. I shall presume satisfactory progress and comprehension unless I hear to the contrary. There is no shame whatsoever in seeking assistance, and I shall happily provide it, but YOU must initiate the process. Please do so early as it is rather difficult to help in a significant way the day before the exam.

My office hours are only a guide to my availability. Please feel free to wander in as you see fit.

Plagiarism is the taking of ideas and exact words of another and the offering of them as one's own. Plagiarism specifically consists of copying verbatim from a book, magazine, etc.; using someone else's ideas (theory, interpretation, etc.); handing in a paper written by someone else.

Plagiarism is a deceitful practice which is unbecoming of any professional business person. And it is not to be tolerated.

The Department of Business Administration is concerned about plagiarism within our program. As instructors we encourage students to use resources whether primary or secondary to support or refute positions they may take. If resources are used, if ideas are borrowed, if someone's exact words are used, the students should document their sources.

If an instructor suspects a student of plagiarism, he or she may:

- 1) wish to discuss the situation with the student
- 2) try to find the original source

If an instructor accuses a student of plagiarism, he or she may assign:

- 1) a "0" for the assignment
- 2) a "0" for the course

If a student accused of plagiarism wishes to contest the charge he/she should

- 1) discuss the problem with the instructor
- 2) discuss the situation with the Chairman of the Department
- 3) appeal to the Executive Committee of Academic Council

WRITING STYLE: HINTS FOR STUDENTS

Students have, quite legitimately, complained that my expectations pertaining to written submissions have been vague and/or unrealistic. To address this, please note the following:

1. Colloquialisms - use is discouraged but if appropriate, should be in quotes e.g. "max out".
2. Spelling - buy and use a dictionary. In particular, please take note of errors identified and learn from them.
3. Grammar - at the College level, it is presumed that errors of grammar should be rare. In particular, please watch noun/verb agreement.
4. Possessives - a small but telling difference in English quality, e.g. the company's assets not companies assets.

5. Recurring Errors -

Correct
develop
definite
rationale
a lot

Incorrect
develope
definate
rational
alot

6. Singular/Plural - The following are often confused by business students.

Singular
datum
criterion
appendix

Plural
data
criteria
appendices

7. Structure

Structure is key for 2 reasons:

- i) organizes writer's thinking and analysis
- ii) eases reader's task

By structure, I mean a systematic and logical series of titles, subtitles and a numbering scheme.

For example:

A. INTRODUCTION

B. ANALYSIS

1) Current Situation

- i) Sales
- ii) Competition

a) Domestic

The importance of structure cannot be over emphasized. Failing to do so creates problems, it does not solve them and no manager I know of would accept a document of more than one page without a coherent structure.

FINALLY: purpose or objective statements are invaluable tools and deserve frequent use.

e.g. "Our purpose in examining competitive pressures is to highlight their growing intensity...."

e.g. "The objective of minimizing risk by...."

8. Data - Charts and lengthy calculations should be in appendices. A suggested format for dealing with charts is:

e.g. TITLE: Question 10

	1	2	3	4	5	Total
Raw #	6	4	5	2	4	21
%	28.6	19.0	23.8	9.5	19.0	99.9

Mean
(Weighted): 2.71

Conclusions: 1) Wide spread suggests

Also, histograms (bar charts) are useful visual tools, but should not replace sound analysis.

9. Sundry

- Street language is never acceptable
e.g. sort of, kinda, try and do something
- Point form is acceptable as long as it doesn't approach "punchiness"
e.g. Advantage
 - cheap
- Bullet format (such as in sundry section) is another valuable structure tool.
- Unless warranted MUSH words (such as may, perhaps, could, might, etc.) are not acceptable.

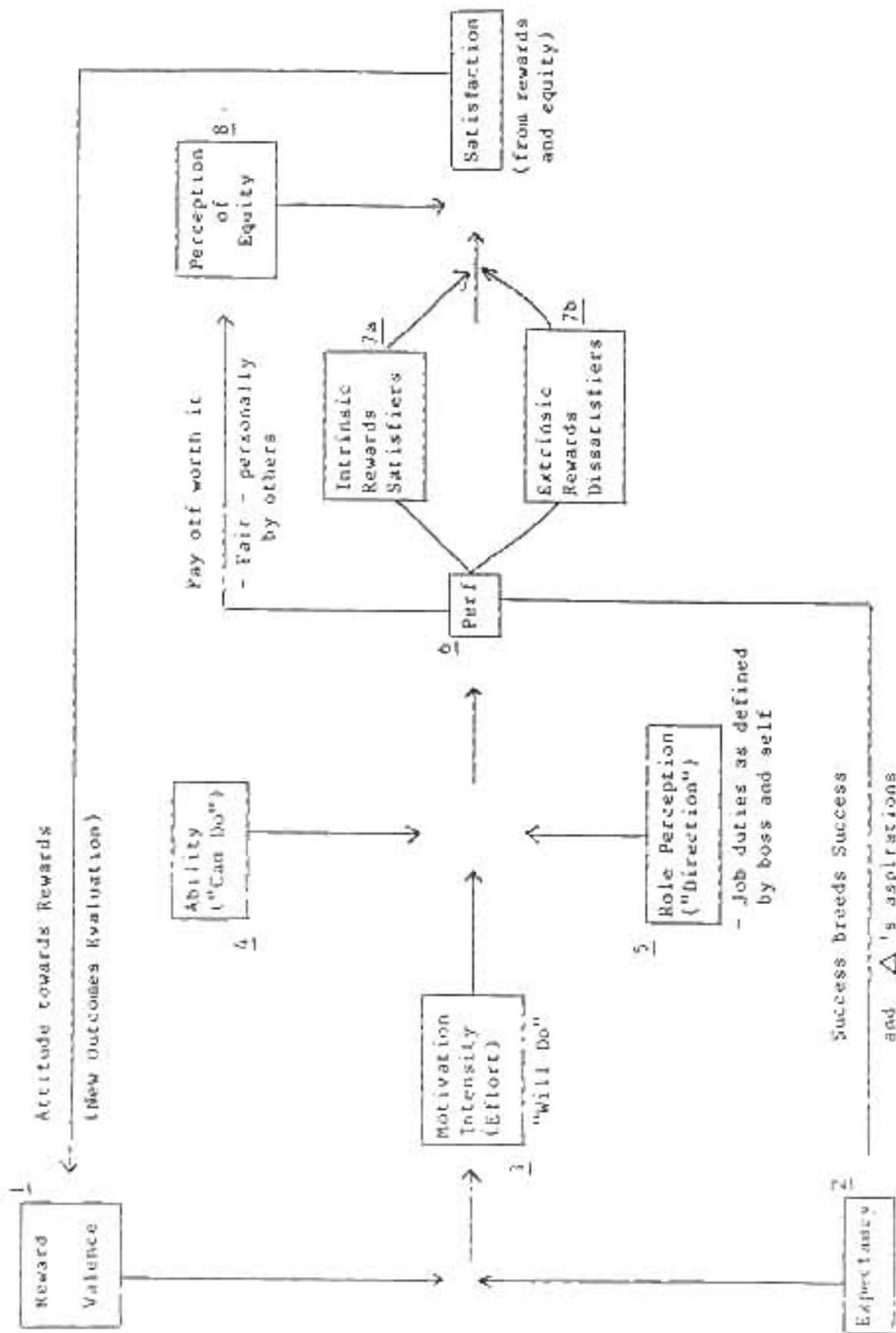
HOPE THIS HELPS, (ALOT).

WHAT DO WORKERS WANT FROM THEIR JOBS?

Rank the following elements from the perspective of workers in general, not from your own perspective. A rank of 1 would indicate that the item is the most important to workers, a rank of 2 would indicate that it is the next most important, and so on. A rank of 10 would indicate the least important.

- _____ Company loyalty to workers
- _____ Feeling "in" on things
- _____ Full appreciation of work performed
- _____ Good pay
- _____ Good working conditions
- _____ Interesting work
- _____ Job security
- _____ Promotion and growth
- _____ Sympathetic help with personal problems
- _____ Tactful discipline

PONTER/LAWLER MODEL OF MOTIVATION



$\frac{1}{1}, \frac{2}{2}, \frac{3}{3} = \text{Expectancy (Vroom)}$ $\frac{7}{7}$ Herzberg

$\frac{4}{4} = \frac{1}{1} \times (\frac{4}{4} + \frac{5}{5})$ $\frac{8}{8}$ Equity

- 10 x 10 = 100

THIRTY PRINCIPLES OF HUMAN MOTIVATION

1. Use appropriate methods of reinforcement.

Make rewards contingent on performance
Recognize personal differences about what is rewarding
Provide feedback and rewards as soon as possible.

2. Eliminate unnecessary threats and punishments.
3. Make sure that accomplishment is adequately recognized.
4. Provide people with flexibility and choice.
5. Provide support when it is needed.
6. Provide individuals with responsibility along with their accountability.
7. Encourage individuals to set their own goals.
8. Make sure that individuals are aware of how their tasks relate to personal and organizational goals.
9. Clarify your expectations and make sure that people understand them.
10. Provide an appropriate mix of extrinsic rewards and intrinsic satisfaction.
11. Design tasks and environments to be consistent with individual needs.
12. Individualize your supervision.
13. Provide immediate and relevant feedback that will help people improve their performance in the future.
14. Recognize and help eliminate barriers to individual achievement.
15. Exhibit confidence in individuals.
16. Increase the likelihood that individuals will experience accomplishment.
17. Encourage individuals to participate in making decisions that affect them.
18. Establish a climate of trust and open communication.
19. Minimize the use of statutory powers.
20. Help individuals to see the integrity, significance, and relevance of their work in terms of organizational output.
21. Listen to and deal effectively with individual complaints.
22. Point out improvements in performance, no matter how small.
23. Demonstrate your own motivation through behavior and attitude.
24. Criticize behavior, not people.
25. Make sure that effort pays off in results.
26. Encourage individuals to engage in novel and challenging activities.
27. Anxiety is fundamental to motivation, don't eliminate it entirely.
28. Don't believe that "liking" is always correlated with positive performance.
29. Be concerned with short-term and long-term motivation.
30. Keep the lines of two-way communication open.

LESSONS RE: MOTIVATION

GENERAL

- 1) All behaviour is motivated.
- 2) The human animal always does what it perceives to be in its self interest.
- 3) Motivation matters: $\text{Performance} = \text{Motivation} \times (\text{Capability} + \text{Direction})$
"will do" "can do" leadership
- 4) Managers can't motivate; they can create appropriate environments to avoid de-motivation.
- 5) Motivation does not equal movement. The fastest and easiest way to change behaviour is to change the reward structure.

X AND Y

- 1) Self fulfilling prophecy- people tend to perform at level of expectations of peers, subordinates, and superiors.
- 2) X is static. Y is dynamic; therefore, better to start with the latter.
- 3) The competence/confidence spiral-upwards and downwards.
- 4) Two faces of X-nasty and nice-i.e. carrot and stick.

GENERAL THEORY TYPES: Cognitive, Hedonism, Instinct, Drive.
(problems with all)

MASLOW'S HIERARCHY OF NEEDS

- 1) \$ are not enough- psychological income is imperative to meet higher order needs.
- 2) Need satisfaction is a continuous challenge to management-never goes away.
- 3) People strive for what they want not for what they have.
- 4) DEPRIVATION IS RELATIVE.

HERZBERG'S DUAL FACTOR (MOTIVATION/HYGIENE) THEORY

- 1) Good hygiene is necessary but not sufficient. It leads to movement. Demand is insatiable and only satisfied short run. (What have you done for me lately?)
- 2) Job enrichment via satisfiers.
- 3) Recognition systems-cheap and powerful.
- 4) Let people achieve via delegation and growth opportunities.
- 5) People shouldn't do gorillas' work.

VROOM'S EXPECTANCY THEORY

- 1) $\text{Desire} \times \text{Belief that you can get the goodies} = \text{Motivation}$. ($M = V \times E$)
- 2) Individuals differ in motivation. (measurably?)
- 3) Work on variables not motivation (i.e. augment desire and/or cement link between effort and payoff.)

EQUITY THEORY

- 1) Self and others' perceptions of fairness of rewards matters.
- 2) Groups do have an impact.
- 3) Equal treatment is not equitable treatment-"as ye sow, so shall ye reap."
- 4) Inconsistent treatment (favouritism & discipline) is a sure fire union getter.

MCCLELLAND'S THREE NEEDS

- 1) Personality drives effective motivator i.e. not all respond to same thing, Achievement, Affiliation, Power.
- 2) High (nAch) like personal resp., feedback and moderate risk. Can select &/or train.
- 3) Best mgrs. are high (nPov) (results through others) and low (nAffl).

GOAL SETTING THEORY

- 1) Never "do your best." Specific, stretch goals more effective if accepted.
- 2) Nutritious feedback; specific and self generated preferable. Feedback is the breakfast of champions.

PORTER/LAWLER MODEL

- 1) Motivation is complex but can be integrated into one workable model.

CONCLUDING COMMENTS

- 1) People will get their "jolies" (i.e. strive to satisfy higher level needs) somewhere. Better for both the org and the person if s/he does so on the job.
- 2) Merely avoiding de-motivation is a great victory.
- 3) Zest, enthusiasm and fun are infectious.
- 4) It takes time to change a motivational climate and initial results will be disappointing. WHY? abuse from those requiring FA. Then peer pressure kicks in. Design socio-technical systems for the 95% of employees who want to win, be effective, contribute.
- 4) Key is meaningful, responsible jobs-train 'em and get out of the way.
 - avoid de-skilling jobs.
 - expect and demand excellence.
 - significance, skill variety, task identify, autonomy, and feedback.
- 5) Growth and competence requires mistakes. Errors need flagging not flogging. The opposite of success isn't failure, it's not trying. The skilled manager works himself out of a job.
- 6) PEOPLE LOVE TO WIN AND BE ON WINNING TEAMS. Mgr. is a coach striving for a logjam of excellence.
- 7) Give people a reason to give a damn! Make them owners or share gains. Power is the ultimate aphrodesiac. Share it-their gain is your gain.
- 8) Give up changing the world-start with your Dep't. No policy manual says you can't appreciate and recognize a job well done.
- 9) Asking two questions is always appropriate:
 - 1) What's the objective?
 - 1.1) What are the motivational impacts on the people affected?
- 10) "On the Folly of Rewarding A while hoping for B" People will respond to what's REALLY rewarded not officially rewarded. To change behaviour, change reward structure-admittedly this is movement but often this suffices.
- 11) When in doubt, ask the experts. Recall the importance scale reported by workers.