

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF BUSINESS ADMINISTRATION  
COURSE OUTLINE

1989-90  
W 89

BA 138 - ORGANIZATION BEHAVIOR I

**TEXT:** Organization Behavior, Concepts, Controversies and Applications; Stephen P. Robbins, Prentice Hall, Inc.;  
3rd Edition; 1986.

**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 behavior 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 of business 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.

BA 138 - ORGANIZATION BEHAVIOR I

<b>GRADING:</b>	Mid Term Exam	30%
	Final Exam	35%
	Papers/Quizzes	30%
	Class Contribution	5%
		<u>100%</u>

(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:**

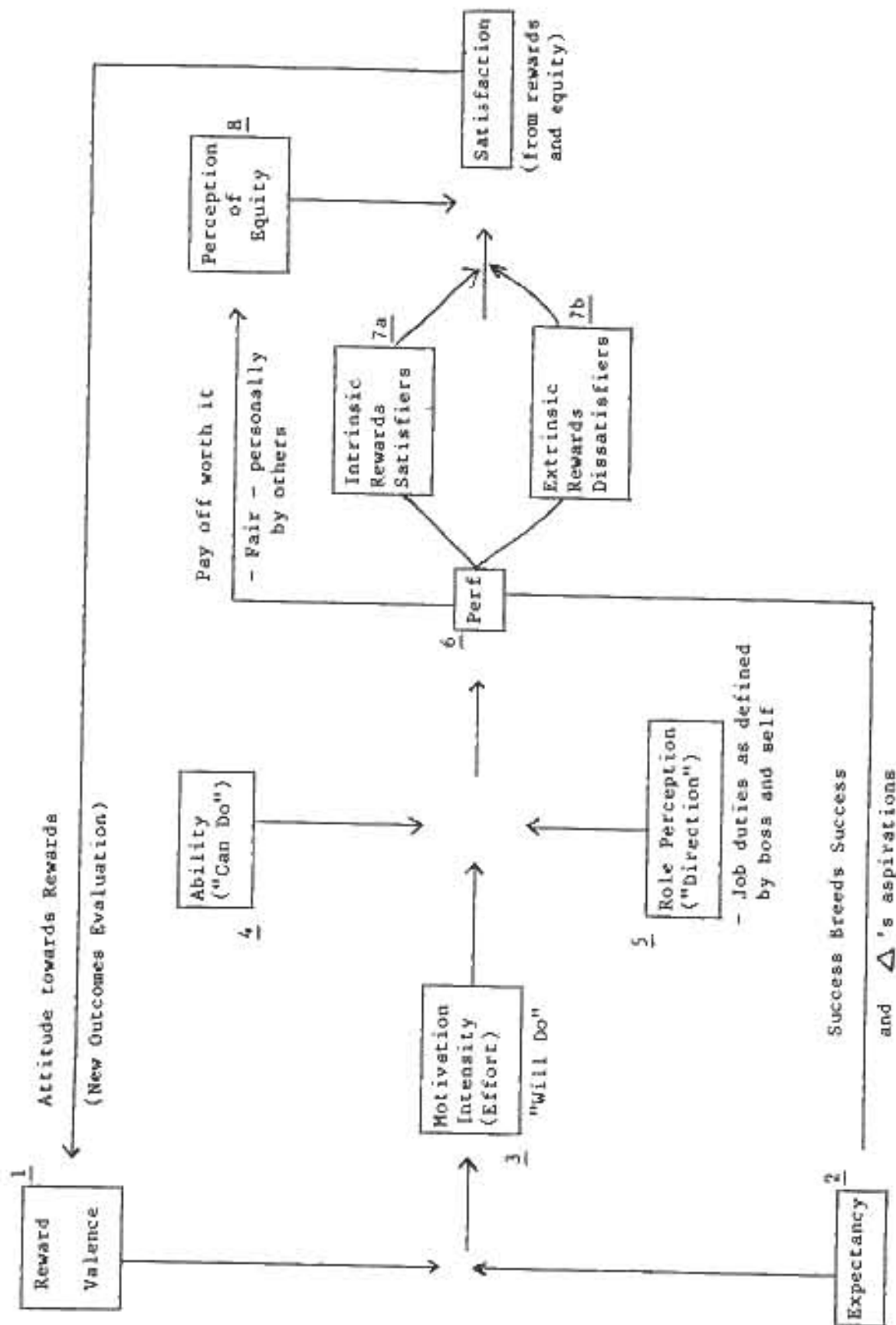
<u>Topic</u>	<u>Time Allotment</u>	<u>Text Chapters</u>
Introduction	1.5 weeks	1, 2
Ability and Motivation	3 weeks	5
Stress Management	1.5 weeks	pp. 382-385
Group Dynamics	3 weeks	6, pp. 225-233
Leadership	2 weeks	8
Resistance to Change	1.5 weeks	pp. 455-460
Review	.5 week	

## 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

# PORTER/LAWLER MODEL OF MOTIVATION



1, 2, 3 = Expectancy (vroom)

7 Herzberg

6 = 3, x (4 + 5)

8 Equity

- M x (C + D)

**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

	$\frac{1}{6}$	$\frac{2}{4}$	$\frac{3}{5}$	$\frac{4}{2}$	$\frac{5}{4}$	<u>Total</u>
Raw $\phi$	6	4	5	2	4	21
%	28.6	19.0	23.8	9.5	19.0	99.9

Mean  
(Weighted): 2.71

Conclusions: i) 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).