

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF BUSINESS ADMINISTRATION

COURSE OUTLINE

BA 239 - Organization Behavior II

TEXT: The One Minute Manager, Blanchard and Johnson, Wm. Morrow Co. Inc., 1983, Paperback

Organizational Behavior, S. Anwar Rashid and Maurice Archer, Methuen, 1983.

PREREQUISITE: BA 138 - Organization Behavior I

COURSE DESCRIPTION: This course examines a variety of topics pertaining to the "human side of enterprise", including innovations in the field which are designed to better meet the needs of people and organizations. Specific topics include power and politics, perception, job satisfaction, ethics of business, conflict management, coaching and performance improvement. The emphasis then shifts to utilization of theoretical material by examining recent innovations both domestic and international.

COURSE: The 1990's are rife with threats and opportunities for organizations: deregulation and privatization, foreign competition, political instability, technological change, etc. etc. Some have suggested that organizations could afford the luxury of mediocre productivity up to now but few would deny that productivity improvements are now imperative to all organizations' very existence. Despite "iron collar workers", the chip and communications breakthroughs, the key to productivity will always be the management of people. This course asks (and attempts to answer): how do people behave in organizations and how can this insight be used for the betterment of people and the organizations they serve?

Recently, a Japanese manager was asked to assess the quality of Canadian workers. His response:

"Canadian workers aren't lazy, they're just badly managed."

In examining this statement, the course shifts to examining alternatives to the "normal" North American work situation. Innovations both domestic and foreign will be examined. Particular emphasis will be paid to the Japanese industrial system.

Specific objectives are:

1. to expose students to models on selected topics;
2. to acquaint students with alternatives;
3. to apply OB concepts via primary research.

#### GRADING:

Mid Term Exam	30%
Final Exam (possibly a takehome)	30%
*Long Paper	30%
Class Contribution	10%
	100%

Class Contribution - responses to questions  
 - questions/comments initiated  
 - interaction with other students

- \* Long Paper asks you to describe, analyze, and recommend for an organization of your choice for at least two of the topics covered in OB I and OB II. This is a lengthy and demanding project which is due two weeks prior to the last day of classes. More details will be provided at the appropriate time.

Conversion from percentages to stanines as follows:

90 - 100%	9
82 - 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:

Recall that in BA 138 the following were outlined: motivation, stress, group dynamics, leadership and the management of change. cursory examination of the text demonstrates that large chunks of the discipline were ignored in BA 138. Therefore, much of this course's content attempts to "plug" these holes. Thereafter, the perspective shifts to examining alternatives to the "normal" means of organizing productive energy will be outlined and should serve to integrate the material in both courses.

<u>Topics</u>	<u>Allotment</u>	<u>Chapters</u>
Power and Politics	2 weeks	11
Ethics	1 week	
Conflict	2 weeks	15
Perception	1 week	
Job Design and Satisfaction	2 weeks	4
Productivity, Coaching		
Performance Improvement	3 weeks	19, One Minute Manager
The Japanese Model	2 weeks	

## 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 and will not be accepted after two school days.
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 review 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 Chairperson of the Department
3. appeal to the Executive Committee of Academic Council

## LONG PAPER GUIDELINES

Based on the principle that knowledge unapplied is knowledge ungained this paper asks you to use the knowledge acquired in either or both of BA 138/BA 239. The purposes of this paper are:

1. to acquaint students with survey design techniques
2. to test insight into OB material
3. to be of service to College/Community via research findings

## GENERAL GUIDELINES

Value: 30% of final grade

Expected Length: 10 typed pages double spaced plus appendices

Due Date: Friday before the last two weeks of classes, 3 p.m.  
Lateness penalty of 10% per school day late.

### Marking Schemes:

- |    |               |   |
|----|---------------|---|
| 8  | Description:  | Demonstrated knowledge of material<br>(Models and Relationships)<br>Survey design |
| 15 | Analysis:     | Survey data, treatment, conclusions and<br>observations.                          |
| 3  | Action Plan:  | Based on analysis, realism, feasibility   |
| 4  | Format/Style: | English quality, structure  |

### Important:

1. Refer to Chapter 7 and 8 in "Marketing Research in Canada" - on reserve in LRC. Also, samples of previous excellent reports are available from instructor.
2. Questionnaire design is an iterative process - consult me often please.