

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2021</b>
<b>BUS250</b>	<b>Organizational Behaviour</b>	<b>Prerequisite: BUS100</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Cindy Karikari, MBA, PhD Candidate	<b>First Day of Classes:</b>	September 8
<b>Days:</b>	Tues & Thurs	<b>Email:</b>	<a href="mailto:Cindy.Karikari@ambrose.edu">Cindy.Karikari@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	September 19
<b>Time:</b>	10:00 – 11:15 AM	<b>Phone:</b>	n/a	<b>Last Day to Request Revised Exam</b>	November 1
<b>Room:</b>	n/a	<b>Office:</b>	n/a	<b>Last Day to Withdraw:</b>	November 22
<b>Lab/ Tutorial:</b>	n/a	<b>Office Hours:</b>	By appointment	<b>Last Day to Apply for Extension:</b>	November 23
<b>Final Exam:</b>	No Exam		By appointment	<b>Last Day of Classes:</b>	December 13

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

This course introduces students to the theory of organizational behaviour (the study of people at work in organizations). It examines the behaviours of individuals working alone or in teams, and how organizations' characteristics, management practices and other factors influence this behaviour, and ultimately organizational effectiveness. It also examines the process of organizational change.

### Program Outcomes

1. Achieve a sound understanding of the basic theories, principles and concepts that encompass both conventional and sustainable Organizational Behaviour (OB)
2. Have an opportunity to learn about yourself and others
3. Gain a realization that OB permeates every aspect of organizational life

4. Practice skills for more effective communication and interaction with others
5. Appreciate how a strong foundation in OB can give an advantage in the business world to both the individual and the organization

### Expected Learning Outcomes

1. Analyze the impact of stereotypes and bias on thinking and behaviour in organizational structures
2. Examine factors impacting employee behaviour and performance
3. Analyze components of organizational effectiveness
4. Explain elements of organizational culture
5. Analyze conflict management approaches
6. Identify factors needed to be considered in the change management process to improve organizational effectiveness
7. Examine the interconnectivity among self-awareness, human behaviour, and organizational effectiveness

### Textbooks

Canadian Organizational Behaviour 11th Edition

1260326853 · 9781260326857

By Steven McShane, Kevin Tasa, Sandra Steen

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### Online Connect required

### Course Schedule

WEEK	TEXT REFERENCE/ASSIGNMENTS/ASSESSMENTS	DATE COVERED/DUE
1 Sep 6 – Sep 12	Chapter 1: Introduction to the Field of Organizational Behaviour  Case review  <b>Sep 6 -Labour Day- No Classes</b>	

2 Sep 13– Sep 19	Chapter 2: Individual Behaviour, Personality and Values  Case review	
3 Sep 20 – Sep 26	Chapter 3: Perceiving Ourselves and Others in Organizations  Case Analysis	Connect <b>Due Sept 26 at 11:59 pm</b>
4 Sep 27 – Oct 3	Chapter 4: Workplace Emotions, Attitudes  Case Analysis	
5 Oct 4 – Oct 10	Chapter 7: Decision Making and Creativity	Connect <b>Due Oct 10 at 11:59 pm</b>
6 Oct 11 – Oct 17	Chapter 5: Foundations of Employee Motivation Team Exercise <b>Oct 11-Thanksgiving Day- NO CLASSES</b>	
7 Oct 18 - Oct 24	Chapter 8: Team Dynamics  <b>Midterm Exam</b>	
8 Oct 25 – Oct 31	Chapter 9: Communicating in Teams and Organizations  Case Analysis	Connect <b>Due Oct 31 at 11:59 pm</b>
9 Nov 1 – Nov 7	Chapter 11: Conflict and Negotiations in the Workplace Case Analysis / Team Exercise	Paper <b>Due Nov 7 @ 11:59 pm</b>
10 Nov 8 – Nov 14	<i>Reading Week November 8 –12 – No Classes</i>	
11 Nov 15 – Nov 21	Chapter 12: Leadership in Organizational Settings  GUEST SPEAKER	Connect <b>Due Nov 21 at 11:59 pm</b>
12 Nov 22 – Nov 28	Chapter 14: Organizational Culture	

13 Nov 29 – Dec 5	Chapter 15: Organizational Change Case Analysis / Team Exercise	Connect Due Dec 5 at 11:59 pm
14 Dec 6 – Dec 12	Chapter 10: Power and Influence in the workplace Case Analysis /Team Exercise Final Assignment (Connect)	Connect Due 12 at 11:59pm
15 Dec 13 – Dec 19	Exam Dates Dec 15-21 (No exam and no classes)	

### Requirements:

Course grading and evaluation will be conducted according to the following:

Class Participation/Attendance	10%
Connect Assignment (6)	15%
Case Analysis (5)	15%
Paper	20%
Midterm	20%
Final Assignment	20%

### Attendance:

Attendance is very important for the class you cannot participate if you are not there. Simple attendance constitutes a C level of participation. Coming to class having completed the assigned homework AND contributing to the discussion are what constitute active participation. If you miss a class due to illness you will be responsible to get the information that you missed from another class member. The Participation Mark Distribution Scale is attached at the end of the syllabus.

### Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30

B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

This grade conversion table

Letter	Percentage	Point Value
A+	95-100	4.00
A	90-94	4.00
A-	85-89	3.70
B+	80-84	3.30
B	75-79	3.00
B-	70-74	2.70
C+	67-69	2.30
C	64-66	2.00
C-	60-63	1.70
D+	57-59	1.30
D	54-56	1.0
D-	50-53	0.00
F	0-49	1.30
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g., percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

**Other:**

**Grading Rubric – Class Participation/Attendance**

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)

<p><b>Attendance (25%)</b></p> <p>(Excludes certain excused absences such as Ambrose athletic team practices and out-of-town games)</p>	<p>Attends all classes or misses one class (100%)</p> <p>Misses two classes (90%)</p>	<p>Misses three classes (80%)</p>	<p>Misses four classes (70%)</p> <p>Misses five classes (60%)</p>	<p>Misses six or more classes (0%)</p>
<p><b>Group Discussions and Contribution Quality (75%)</b></p> <p>Quality (depending upon context) is exemplified, but not limited to, the following pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</p>	<p>Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.</p>	<p>Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.</p>	<p>Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.</p>	<p>Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.</p>

## Ambrose University Important Information:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for

academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](http://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](http://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](http://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.