

Cape Breton University  
MBA in Community Economic Development  
Organizational Behaviour – MBAC 5105  
Toronto - Fall 2018

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COURSE OBJECTIVES:

Our main objective is to enhance our knowledge and understanding of individual, group, and organizational behaviour (our focus will be largely on theoretical perspectives of behaviour). Second, by understanding others, we should better understand our own behaviours. Lastly, this enhanced knowledge and understanding will hopefully contribute to managerial success in both the short and long run.

EVALUATION:

Mini papers (4 @ 10% each) -----	40%
Written group case -----	20%
Final Examination -----	40%
TOTAL	<u>100%</u>

MINI PAPERS: These papers will be discussed more in the first class. However, you will be responsible for submitting four typed mini papers (each should be about 6-7 pages, double spaced) according to the following schedule:

Paper #1 is due on October 19, 2018

Paper #2 is due on November 2, 2018

Paper #3 is due on November 16, 2018

Paper #4 is due on November 30, 2018

Each mini paper should be based on a current or previous situation that you face or have faced in a for-pay job or within your role in a not-for-pay position in a recreational, athletic, or other social group. You should provide three elements in each paper. First, you should provide a two to three

page description of the situation you face (or faced). Second, you should then select one article from the Reading List identified at the end of this course outline. For example, papers #1 and #2 should be based on an article associated with the first weekend of classes. Papers #3 and #4 should be based on an article associated with the second weekend of classes. You should then write an analysis (about three to four pages in length) of the situation described in terms of your chosen article. Third, you should then write a conclusions section that should be about one to two pages long. In this section you can discuss anything that you have learned and/or how you might handle the situation now and/or how you might address the situation if it arose again. Your papers should have the following basic structure:

### Story

Provide an overview of a situation that you were part of or that which you observed – 2-3 pages double spaced ...

### Analysis

The first line of your analysis should identify the article that you chose for your analysis, for example,

I have chosen the article, “How great leaders use emotional labour: Insights from seven corporate executives” by Burch, Humphrey, and Batchelor (2013) as the basis of my analysis.

Please do not provide a summary of your chosen article, use the article’s key points to examine and explain your story ... your analysis should be about 3-4 pages ...

Please **do not use a case, an exercise, or a selection from the course text** as a basis for your analysis ... you must select one, and only one article from the Reading List to use for your analysis.

### Conclusion/Learning

Please present a conclusion and/or identify what you have learned having completed your analysis of your own story. Please be specific ... rather than indicating that you have learned to be a better communicator try to indicate more specifically what you have learned about communication ... I have learned that I must be a better listener and I should focus on developing my active listening skills, for example, removing distractions ... should be about one-half to one page in length.

The focus of the papers is forcing you to be an "enlightened" observer. You are to tie reality to theory by observing and analysing a situation and then relating it back to an assigned or recommended reading. For example, in one class we will talk about leadership. For one paper you might decide to analyse the leadership style of your boss and try to figure out what she does, why she does it, and how leadership theories would view her actions (positively or negatively). The ties between theory and practice are being emphasised here. The primary purpose is for you to investigate and understand, not to judge. If you plan ahead you will probably be able to integrate these assignments with some of the work that needs to be done around the office anyway. For

example, do you have to deal with a difficult board member? How are you dealing with this person now? What material will help you better understand and manage this person? Is policy developed by teams? How are the teams working? How are decisions made? You could examine this team situation in light of a chosen article.

The primary purpose of these papers is for you to try to objectively analyse and evaluate a situation and tie it to both the theory and reality. People who come in with a solution and then try to ground their action in the theory are not doing the assignment correctly. People who collect the facts, try to understand them with the assistance of theory, try to see how the theory helps to fit the facts together, and then see what kind of action might be appropriate are the ones who are doing it correctly and hopefully are getting a greater benefit from the assignments.

You should change the names of organizations and characters as well as change years and locations of the situation in order to preserve the anonymity of the characters. Please do not conduct any interviews or surveys to collect any data for these papers.

Please submit these papers to me through e-mail as Word attachments. Please do not use the **"Bold" option** anywhere in your document.

CASE: Case requirements will be discussed in class in more detail. Basically, you will be given a written scenario and you will provide a written analysis (your understanding of the causes and impacts of various case issues and events based on theoretical issues raised in the readings and class) and a recommendation and implementation. Most of the cases that are completed during class will serve as models for the case process and submission. The case should be type written and double spaced. You must complete this case in a group (at least three members in the group).

The case is "Electronics Unlimited" and it is available as a pdf on OneDrive. The case is due December 14, 2018. Please submit your case to me through e-mail as a Word attachment.

FINAL EXAMINATION: The final exam will be a take-home exam (consequently you may use whatever course readings and materials that you wish in constructing your answers) and will involve articles and/or cases where you will be asked to analyse a case or situation and in some way demonstrate an understanding of the material covered in the course. There will likely be some broad questions that allow you to integrate large areas of OB or make linkages between different areas of OB. You can discuss the questions and answers with others if you wish, but at some point you should write your answers by yourself and submit them to me as Word attachments through my e-mail address above.

A copy of the final exam will be made available to you later in the course. The final exam is due January 4, 2019.

ASSIGNED TEXT AND READINGS:

There is one text for this course – Smith, P., Farmer, M., & Yellowley, W. (2012). *Organizational behaviour*. Routledge

The intention is that the course will roughly follow the framework presented in the text by Smith et al., which is simply referred to as such in the outline further detailed below. This text is not a source of articles for the mini papers.

There are also readings that have been posted for you on the course site on OneDrive. The readings will also form the basis of individual mini papers.

The OneDrive link for this course is: <https://goo.gl/K9nDAk>

ACTIVITIES AND ASSIGNMENTS: The course has been broken down into four elements – 1 – an introduction to organizational behaviour and management; 2 – Individual issues; 3 – Team, leadership and process issues; and 4 – structural, cultural and change issues. Below is a class-by-class outline for the elements of the course, the relevant text chapters, and the associated readings. Each class has specific activities and cases. Each element has a list of readings.

Class location

L2-16 (second floor, above the Fireside Gallery)

Centennial College – Progress Campus

91 Progress Avenue

Scarborough

Class #1 – 6:00 p.m. – 9:00 p.m. – Friday October 12, 2018

Element #1 – An introduction to organizational behaviour and management

Relevant text chapters – 1 and 2

Relevant readings – listed at the end of the outline by course element

Introduction

General introduction  
Review course outline  
Questions/answers

Activities

Organizational shifts – an overview  
Case 1 “What to do with Bob and Nancy?”  
Role of organizational behaviour – comment

Element #2 – Individuality

Relevant text chapters – 3 and 4

Relevant readings – listed at the end of the outline by course element

Activities

Exercise 1 “Assumptions about people at work”  
Managerial effectiveness – theory and practice/self and other

Preparing for class on Friday October 12, 2018

1. Please read the Case 1 “What to do with Bob and Nancy?” (see pdf on OneDrive for this course)
2. Please complete and bring to class Exercise 1 “Assumptions about people at work” (see pdf on OneDrive for this course)

Class #2 – 9:00 a.m. – 5:30 p.m. – Saturday October 13, 2018

Element #2 – Individuality (continued)

Relevant text chapters – 3 and 4

Relevant readings – listed at the end of the outline by course element

Activities

Case 2 “The eager new lawyer and the managing clerk”

Case 3 “Hy Dairies, Ltd.”

Case 4 “Differing perspectives”

Case 5 “The case of Julie and Susan”

Case 6 “A new job for Linda”

Case 7 “Eastern Equipment”

Case 8 “Arctic Mining Consultants”

Preparing for class on Saturday October 13, 2018

1. Please complete Exercise 2 “Self-Insight: Assessing the Big Five” (see pdf on OneDrive for this course)
2. Please read Case 2 “The eager new lawyer and the managing clerk” (see pdf on OneDrive for this course)
3. Please read Case 3 “Hy Dairies, Ltd.” (see pdf on OneDrive for this course)
4. Please read Case 4 “Differing perspectives” (see pdf on OneDrive for this course)
5. Please read Case 5 “The case of Julie and Susan” (see pdf on OneDrive for this course)
6. Please read Case 6 “A new job for Linda” (see pdf on OneDrive for this course)
7. Please read Case 7 “Eastern Equipment” (see pdf on OneDrive for this course)
8. Please read Case 8 “Arctic Mining Consultants” (see pdf on OneDrive for this course)

Class #3 – 9:00 a.m. – 12:30 p.m. – Sunday October 14, 2018

Element #2 – Individuality (continued)

Relevant text chapters – 3 and 4

Relevant readings – listed at the end of the outline by course element

Activities

Exercise 3 – Learning styles (to be distributed in class)

Element #3 – Team, leadership and process issues

Relevant text chapters – 5, 6, and 7

Relevant readings – listed at the end of the outline by course element

Activities

Case 9 “Laird’s lament” (see pdf on OneDrive for this course)

Case 10 “The welfare department” (see pdf on OneDrive for this course)

Preparing for class on Sunday October 14, 2018

1. Please complete and bring to class Exercise 3 “Learning Style Inventory” (to be distributed in class)
2. Please read Case 9 “Laird’s lament” (see pdf on OneDrive for this course)
3. Please read Case 10 “The welfare department” (see pdf on OneDrive for this course)

Class #4 – 6:00 p.m. – 9:00 p.m. – Friday October 26, 2018

The LSI

The welfare department

Element #3 – Team, leadership and process issues

Relevant text chapters – 5, 6, and 7

Relevant readings – listed at the end of the outline by course element

Activities

Exercise 4 “Conflict management style exercise” (to be distributed in class)

Case 11 “Giving him the slip”

Case 12 “Why I quit General Motors John Z. DeLorean”

Case 13 “Who’s in charge? (the Jim Davis case)”

Preparing for class on Friday October 26, 2018

1. Please complete Exercise 4 “Conflict management style exercise” (to be distributed in class)
2. Please read Case 11 “Giving him the slip” (see pdf on OneDrive for this course)
3. Please read Case 12 “Why I quit General Motors John Z. DeLorean” (see pdf on OneDrive for this course)
4. Please read Case 13 “Who’s in charge? (the Jim Davis case)” (see pdf on OneDrive for this course)



Class #5 – 9:00 a.m. – 5:30 p.m. – Saturday October 27, 2018

Element #3 – Team, leadership and process issues

Relevant text chapters – 5, 6, and 7

Relevant readings – listed at the end of the outline by course element

Activities

Case 14 “Parrish Hospital Pharmacy”

Case 8 “Arctic Mining Consultants”

Case 15 “A decision by the group”

Element #4 – Structural, cultural and change issues

Relevant text chapters – 8, 9, and 10

Relevant readings – listed at the end of the outline by course element

Activities

Case 16 “The paradoxical twins: Acme and Omega Electronics”

Case 17 “Fullfeder Pen Company”

Case 18 “Apple Computers Inc.”

Exercise 5 “Organizational structures and me” (to be distributed in class)

Preparing for class on Saturday October 27, 2018

1. Please read Case 14 “Parrish Hospital Pharmacy” (see pdf on OneDrive for this course)
2. Please read Case 15 “A decision by the group” (see pdf on OneDrive for this course)
3. Please read Case 8 “Arctic Mining Consultants” (see pdf on OneDrive for this course)
4. Please read Case 16 “The paradoxical twins: Acme and Omega Electronics” (see pdf on OneDrive for this course) (see pdf on OneDrive for this course)
5. Please read Case 17 “Fullfeder Pen Company” (see pdf on OneDrive for this course)
6. Please read Case 18 “Apple Computers Inc.” (see pdf on OneDrive for this course)
7. Please complete Exercise 5 “Organizational structures and me” (to be distributed in class)

Class #6 – 9:00 a.m. – 12:30 p.m. – Sunday October 28, 2018

Element #4 – Structural, cultural and change issues

Relevant text chapters – 8, 9, and 10

Relevant readings – listed at the end of the outline by course element

Activities

Case 19 “Dowling Flexible Metals”

Case 20 “Blue Diamond Drugs, Ltd”

Preparing for class on Sunday October 27, 2018

1. Please read Case 19 “Dowling Flexible Metals” (see pdf on OneDrive for this course)
2. Please read Case 20 “Blue Diamond Drugs Limited”

## Reading List

All readings are available as pdfs on the OneDrive site for this course:

### Element #1 – An introduction to organizational behaviour and management

1. Robinson, S. L., & Morrison, E. W. (2000). The development of psychological contract breach and violation: A longitudinal study. *Journal of Organizational Behavior, 21*, 525-546.
2. Burch, G. F., Humphrey, R. H., & Batchelor, J. H. (2013). How great leaders use emotional labour: Insights from seven corporate executives. *Organizational Dynamics, 42*(2), 119-125.
3. Pearson, C. M., & Porath, C. L. (2005). On the nature, consequences and remedies of workplace incivility: No time for “nice”? *The Academy of Management Executive, 19*(1), 7-18.
4. Ferguson, M. (2011). You cannot leave it at the office: Spillover and crossover of co-worker incivility. *Journal of Organizational Behaviour, 33*, 571-588.
5. Treviño, L. K., Brown, M. E., & Wall, S. J. (2004). Managing to be ethical: Debunking five business ethics myths. *The Academy of Management Executive, 18*(2), 69-83.
6. Osland, J. S. (2003). Broadening the debate: The pros and cons of globalization. *Journal of Management Inquiry, 12*(2), 137-154.
7. Sanchez-Runde, C., Nardon, L., & Steers, R. M. (2011). Looking beyond Western leadership models: Implications for global managers. *Organizational Dynamics, 40*(2),
8. Jiao, L., Harrison, G., Dyball, M. C. & Chen, J. (2017). CEO values, stakeholder culture, and stakeholder-based performance. *Asia Pacific Journal of Management, 34*, 875–899. doi: 10.1007/s10490-017-9506-3

Copyright rules do not permit to provide an electronic copy of the following article, but it is excellent and you can locate it through the CBU library if you wish:

Lubit, R. (2004). The tyranny of toxic managers: Applying emotional intelligence to deal with difficult personalities. *Ivey Business Journal Online, 1-7*.

## Element #2 – Individuality

1. Cross, R., Peter Gray, P., Gerbasi, A., & Assimakopoulos, A. (2012). Building engagement from the ground up: How top organizations leverage networks to drive employee engagement. *Organizational Dynamics*, 41(3), 202-271.
2. Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *The Academy of Management Executive*, 9(1), 7-14.
3. Schermerhorn, J. R. Jr., Gardner, W. L., & Martin, T. M. (1990). Management dialogues: Turning on the marginal performer. *Organizational Dynamics*, 18(4), 47-59.
4. Roberson, L., & Kulik, C. T. (2007). Stereotype at work. *Academy of Management Perspectives*, 21(2), 24-40.
5. McGrath, C., Zell, D., & Vance, C. M. (2013). Personality, intentionality, and the structure of support networks. *The Journal of American Academy of Business*, 18(2), 46-53.
6. Bennett, J., Pitt, M., & Price, S. (2012). Understanding the impact of generational issues in the workplace. *Facilities*, 30(7/8), 278-288.
7. Wheeler, A. R., Halbesleben, J. R. B., & Shanine, K. (2010). Eating their cake and everyone else's cake, too: Resources as the main ingredient to workplace bullying. *Business Horizons*, 53, 553-560.
8. Thory, K. (2016). Developing meaningfulness at work through emotional intelligence training. *International Journal of Training and Development*, 20(1), 58-77. doi: 10.1111/ijtd.12069

### Element #3 – Team, leadership and process issues

1. Aguinis, H., Gottfredson, R. K., & Joo, H. (2013). Avoiding a “me” versus “we” dilemma: Using performance management to turn teams into a source of competitive advantage. *Business Horizons*, (56), 503-512.
2. Meindl, J. R. (2004). The romance of teams: Is the honeymoon over? *Journal of Occupational and Organizational Psychology*, 77, 463-466.
3. Webber, S. S., & Webber, D. S. Launching and leading intense teams. *Business Horizons*, 58, 449-457.
4. Tourish, D. (2012). Developing leaders in turbulent times: Five steps towards integrating soft practices with hard measures of organizational performance. *Organizational Dynamics*, 41(1), 23-31.
5. Vroom, V. H. (2000). Leadership and the decision-making process. *Organizational Dynamics*, 28(4), 82-94.
6. Cohen, A. R., & Bradford, D. L. (1989). Influence without authority: The use of alliances, reciprocity, and exchange to accomplish work. *Organizational Dynamics*, 17(3), 5-17.
7. Caldini, R., & Martin, S. (2006, December). The power of persuasion. *Training Journal*, 40-44.
8. Cleavenger, D. J., & Munyon, T. P. (2013). It’s how you frame it: Transformational leadership and the meaning of work. *Business Horizons*, 56(3), 351-360.
9. Simon, S., & Hoyt, C. (2012). Exploring the effect of media images on women’s leadership self-perceptions and aspirations. *Group Processes & Intergroup Relations*, 16(2), 232-245.
10. Seijts, G., Gandz, J., Crossan, M., & Reno, M. (2015). Character matters: Character dimensions’ impact on leader performance and outcomes. *Organizational Dynamics*, 44, 65-74.
11. Hougaard, R., Carter, J., & Coutts, G. (2016). Mindful leadership: Achieving results by managing the mind. *Leader to Leader*, 2016(79), 49-56. doi: 10.1002/ltl.20218
12. Stewart, A. J., & Diebold, J. (2017). Turnover at the top: Investigating performance-turnover sensitivity among nonprofit organizations. *Public Performance & Management Review*, 40(4), 741-764.

#### Element #4 – Structural, cultural and change issues

1. Lawler III, E. E., & Worley, C. G. (2012). Designing organizations for sustainable effectiveness. *Organizational Dynamics*, 41(4), 265-270.
2. Cascio, W. F., (2005). Strategies for responsible restructuring. *The Academy of Management Executive*, 19(4), 39-50.
3. Timothy P. Munyon, T. P., Perryman, A. A., Morgante, J-P., & Ferris, G. R. (2011). Firm relationships: The dynamics of effective organization alliances. *Organizational Dynamics*, 40(2), 96-103.
4. Huhtala, M., Feldt, T., Hyvönen, K., & Mauno, S. (2013). Ethical organisational culture as a context for managers' personal work goals. *Journal of Business Ethics*, 114, 265-282.
5. Mirvis, P., Googins, B., & Kinnicutt, S. (2010). Vision, mission, values: Guideposts to sustainability. *Organizational Dynamics*, 39(4), 316-324.
6. Taneja, S., Pryor, M. G., Humphreys, J. H., & Singleton, L. P. (2013). Strategic management in an era of paradigmatic chaos: Lessons for managers. *International Journal of Management*, 30(1), 112-126.
7. Metwally, D. (2012). Leadership and managing change ... Does gender make a real difference in Egypt? *The Business Review*, 1992), 101-114.
8. Clayton. M. (2016, June). Resistance to change. *Training Journal*, 16-19.