

## Course Outline

### JOHN MOLSON MBA PROGRAM

**MBA 609**  
**Organizational Behaviour**

**Fall 2014**  
**Monday 17:45 – 20:15**

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#### **COURSE OBJECTIVES**

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Organizational Behaviour (OB) is a field of study that investigates the impact of individuals, groups and structure on behaviour within an organization. Then it applies that knowledge to make the organization work more effectively. We all hold generalizations about the behaviour of people. Some of our generalization may provide valid insights into human behaviour, but many are erroneous. Organizational Behaviour uses systematic study to improve predictions of behaviour that would be made from intuition only.

Organizational Behaviour offers both challenges and opportunities for managers. It recognizes differences and helps managers to see the value of workforce diversity and practices that may need to be changed when managing in different countries/cultures. It can help improve quality and employee performance by showing managers how to empower their employees as well as how to design and implement change programs. It offers specific insights to improve a manager's people skills. Finally OB can offer managers guidance in creating an ethically healthy work environment.

This course is designed to give you an understanding of work attitudes and behaviour of individuals and groups in all types of organizations and as to how organizations, small and large, simple and complex, are structured and patterned to achieve these goals. Topics to be covered include: perceptions, job satisfaction, job motivation, leadership, job stress, group dynamics, team work, conflicts and change management. A special attention will be given to ethical behaviour of individuals, groups and organizations. This topic has a great impact in our business lives.

## TEACHING APPROACH

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A combination of student's pre-class preparation, lectures, in-class discussion, assignments and analysis of situations/cases is our primary strategies. These different elements will allow the students to link the theory and various situations/cases. In addition, the use of the library and computer sources will extend your knowledge and understanding of the various topics under consideration

Assessment 1 and Assessment 2 and the various assignments will help you evaluate the learnings you acquired during the session.

The research report will encourage you to develop your own ideas and present a logical and persuasive argument for your point of view.

## COURSE MATERIAL

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### Textbook:

Nancy Langton, Stephen P. Robbins and Timothy A. Judge, Organizational Behaviour: Concepts, Controversies and Applications, Sixth Canadian Edition, Pearson-Prentice Hall Canada, 2014, 655 pages, ISBN: 978-0-13-231031-4

## EVALUATION

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Class participation:	10%
Research paper:	30%
Presentation of research paper:	10%
Assessment 1:	25%
Assessment 2:	25%

## GRADING

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The objective of this course is to broaden your knowledge and skills in the area of Organizational Behaviour. Participating in class and working through the assignments will enable you to develop a better understanding of this field. Feedback will be provided to you throughout the course.

Graduate level grades are based on performance not effort. There are no “A” students and “B” students, rather there is “A” work and “B” work.

- Marks in the “A” range are reserved for exceptional work that exceeds course expectations. Achieving that level of scholarship is your responsibility.
- Marks in the “B” range are allocated to work that fulfills course expectations.
- Marks in the “C” range are assigned to work that is complete but weak.

<b>A+ (90% - 100%) EXCEPTIONAL in all respects</b> <ul style="list-style-type: none"><li>▪ contains original creative thought</li><li>▪ very well organized and expressed</li><li>▪ sound critical evaluation</li><li>▪ clear command of techniques and principles</li><li>▪ consistently exceeds expectations</li><li>▪ high level of synthesis</li><li>▪ new understandings</li><li>▪ extension of course content</li></ul>	<b>A (85% - 89%) to A- (80% - 84%) EXCELLENT</b> <ul style="list-style-type: none"><li>▪ well organized with few errors</li><li>▪ shows clear understanding of concepts</li><li>▪ evidence of critical thought</li><li>▪ ability to discriminate &amp; interpret issues</li><li>▪ analytic treatment of content</li><li>▪ application of ideas</li><li>▪ synthesis—connections among disparate details or ideas</li><li>▪ abstraction of content to real applications</li></ul>
<b>B+ (77% - 79%) VERY GOOD</b> <ul style="list-style-type: none"><li>▪ constitutes above-average graduate work</li><li>▪ shows advanced comprehension of course content</li><li>▪ meets criteria for assignment</li><li>▪ shows basic competence in synthesis</li><li>▪ critical thinking</li><li>▪ logically organized</li></ul>	<b>B (73% - 76%) to B- (70% - 72%) ADEQUATE to GOOD</b> <ul style="list-style-type: none"><li>▪ constitutes baseline for graduate work</li><li>▪ shows comprehension of course content</li><li>▪ coherent, understandable</li><li>▪ contains key elements, basic facts/knowledge</li><li>▪ grammatically correct writing</li><li>▪ little extension, abstraction or integration of concepts</li></ul>
<b>C (65% - 69%) WEAK</b> <ul style="list-style-type: none"><li>▪ minimally meets requirements, just passes</li></ul>	

## LEARNING PLAN

WEEK OF	CHAPTER AND TOPIC	EXPERIENCIAL EXERCISES AND CASES*
September 02, 2014	Course Outline Ch. 1: What is Organizational Behaviour	<ul style="list-style-type: none"> <li>Ethical Dilemma: Lying in Business</li> <li>Case incident: How UPS Manager Cut turnover.</li> </ul>
September 9, 2014	Ch. 2: Perception, Personality and Emotions	<ul style="list-style-type: none"> <li>Breakout Group Exercise 2</li> <li>Case incident: The Upside of Anger</li> </ul>
September 16, 2014	Ch. 4: Theories on Motivation	<ul style="list-style-type: none"> <li>Ethical Dilemma: Is Motivation Manipulation?</li> <li>Case incident: Bullying Bosses</li> </ul>
September 23, 2014	Ch. 5: Motivation in Action	<ul style="list-style-type: none"> <li>Working with Others: Analyzing and Redesigning Jobs</li> <li>Ethical Dilemma: Are CEOs Paid Too Much?</li> </ul>
September 30, 2014	<b>Assessment 1</b>	
October 7, 2014	Ch. 6: Groups and Teamwork	<ul style="list-style-type: none"> <li>Breakout Group Exercise 1</li> <li>Case Incident: IBM's Multicultural Multinational Teams</li> </ul>
October 14, 2014	OB On The Edge: Stress at Work (Page 122) OB On The Edge: Trust (Page 250)	
October 21, 2014	Ch. 9: Conflict and Negotiation OB On The Edge: Toxic Workplace	<ul style="list-style-type: none"> <li>Breakout Group Exercise 1</li> <li>Case Incident: David Out-Negotiating Goliath</li> </ul>
October 28, 2014	Ch. 11: Leadership	<ul style="list-style-type: none"> <li>Breakout Group Exercise 1</li> <li>Case Incident: Moving From Colleague to Supervisor</li> </ul>
November 4, 2014	Ch. 14: Organizational Change	<ul style="list-style-type: none"> <li>Ethical Dilemma: Increasing Employee Productivity and Stress</li> <li>Case Incident: Innovation (and Continuity) at Toyota</li> </ul>
November 11, 2014	<b>Assessment 2</b>	
November 18, 2014	Presentation of Group Projects	
November 25, 2014	Presentation of Group Projects	

\* Other experiential exercises and cases might be added during the course of the session.

The following Assessment of Learning Objectives Table is an example of what should be included in each course outline. The information in the table will change depending on the method of instruction and examination that each professor incorporates into his/her class.

### Assessment of Learning Objectives

The learning objectives are assessed through [assignments, quizzes, group or individual projects, and examinations.]

Learning Objective \ Learning Activity	Assignments	Group or individual projects	Examinations or Paper (mid-term and final)
Recognize examples and counter-examples of fundamental business theories in reports of current business activities.		Exploration of contemporary issues in organizations or business to find evidence supporting or challenging fundamental theories	Exam questions based on fundamental theories
Perform critical analyses of business texts.	Evaluating the arguments presented case assignments	Gathering and analysis of secondary sources such as books, articles, and company annual reports	
Construct persuasive arguments using the language of business.	In-class essay writing exercise, structured debates		Short-answers and essay exam questions or paper
Demonstrate awareness of and interest in current business events.	In class discussions about current business illustrating fundamental theories	Monitoring of current news pertaining the business issues studied in the group project	Exam questions or paper based on business cases
Work effectively in groups.		Group project based on the collection and analysis of evidence from a variety of primary and secondary sources	Group discussions in preparation for the exams or paper

## ACADEMIC INTEGRITY AND THE ACADEMIC CODE OF CONDUCT

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The Code of Conduct (Academic) at Concordia University states that “the integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University,” (Academic Code of Conduct, art. 1).

All students enrolled at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to read the pertinent section in the Concordia Graduate Calendar Graduate Calendar available only at <http://graduatestudies.concordia.ca/publications/graduatecalendar/current/> and visit the following web address: <http://provost.concordia.ca/academicintegrity/> , both of which provide useful information about proper academic conduct.

### **DISCLAIMER**

The instructor reserves the right to change or update this outline, and any other course related materials, as required. The student will be informed in a timely manner through FirstClass and/or announcements during class.

## GROUP PROJECT

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You will be working in groups of 4 students to produce a research paper and a class presentation of this paper.

*Students are expected to produce high quality papers and high quality presentations.*

### **Research paper: 30%**

- a. The research paper will include: (1) a definition or a discussion of an OB issue, its importance and managerial implications; (2) a review of the literature related to the issue/problem; (3) a summary which indicates the possible solutions to the issue; and if applicable (4) your recommended solution to the issue.

The review should be as thorough as possible and should be restricted to literature that you personally have been able to obtain. Students are expected to be familiar with the professional literature in the field of their topic.

Research-Oriented Journals: contain articles that report the original research. Normally these Journals contain either sophisticated writing or quantitative verifications of the author's findings or conceptual models and literature reviews of previous research.

Management –Oriented journals: cover a wide range of subjects. Articles in this publications normally are aimed at practitioners and are written to interpret, summarize or discuss past, present, and future research and administrative applications.

Periodicals: you may also use the periodicals that relate to your paper topic. Periodical usually fall between the above two types of Journals.

You are not limited to the above sources. They are however a good start.

- b. Research topics: You and your team will choose one of the following topics:
  - i. Managing Change
  - ii. The challenge of managing Generation Y
  - iii. Downsizing: challenges, impacts, costs, etc...
  - iv. Mergers: Pre, during, and post
  - v. Motivating the High Technology Workers.
- c. All papers are due **before the class on November 11, 2014**. Send a Word (not pdf) copy of your paper to your instructor's email. Papers may be submitted any time before the due date. As early as possible during the semester and no later than **September 23, 2014** you must have

obtained your instructor's approval before proceeding. To obtain the approval you must send, by email to your instructor, a one-page document identifying your topic, the direction you are taking to address the topic and the potential OB theories/concepts/focuses you might be using.

- d. Your research paper should be submitted in a professional format. It should be word-processed, double spaced and approximately 15 pages in length. You are invited to consult the Concordia University pertinent data regarding **plagiarism**. My policy is zero tolerance to plagiarism. Automatic failure accompany plagiarized material. Your paper should be a reflection of who you are.

### **Presentation: 10%**

Each team will be allocated 20 minutes to present its research paper to the class. A 10 minutes question period will follow each presentation. Presentations will be done on **November 18 and November 25**. We will define the order of the presentations on September 23.

Your presentation should be a summary of the research paper, including: : (1) a definition or a discussion of an OB issue, its importance and managerial implications; (2) a review of the literature related to the issue/problem; (3) a summary which indicates the possible solutions to the issue ; and if applicable (4) your recommended solution to the issue.

The presentation will be graded as follows:

Content (75%of presentation grade): including the above 4 elements.

Delivery (25% of presentation grade): including creativity, originality, verbal and non-verbal presentation skills and answering questions and leading group discussions.

### **CLASS PARTICIPATION (10%)**

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Because this course relies on application and discussion of materials, your participation grade is determined from your learning activities.

Active learning is taking the responsibility of your own learning, and helping others to learn. It means coming to class well prepared to intelligently discuss the topic and the applications of the day. This includes at least reading and understanding the textbook chapter of the day, analyzing the applications of the day to be ready for the class discussions. It also means bringing magazine and newspaper articles that relate to the topics of the semester to the attention of your classmates and instructor. These articles might be for their own information or for discussion.



### **ASSESSMENT 1 (25%)**

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Assessment 1 will be done on **September 30**. It will be based on the knowledge and skills of the first 4 weeks.

### **ASSESSMENT 2 (25%)**

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Assessment 1 will be done on **November 11**. It will be mainly based on the knowledge and skills acquired in weeks 6 to 10.

## **Adel Raphaël**

Adel Raphaël completed his undergraduate studies in Engineering. He subsequently acquired an MBA from the John Molson Business School at Concordia University (EMBA Class of 1997).

Adel started his career in Cairo- Egypt before moving to Canada where he spent over 25 years in the Telecommunications Business. Throughout these years, he held several senior positions within Nortel and Bell Canada. During this period he was also appointed on two International Assignments for Bell Canada International, one in the Kingdom of Saudi Arabia (KSA) and the other in Morocco.

During the 3 years in KSA, Adel acted as a consultant to his Saudi counterparts in the Management roles they were holding. And during the 3 years in Morocco, Adel was leading the Operations of Bell Canada International throughout the country. Adel served as a Vice-President on the Board of the French School in KSA. He also headed the Parents/School committee of the St-Exupéry French School in Rabat.

In 2004, Adel started signing private contracts in consulting and operations/management. He contracted with firms like WSP (GENIVAR), Universalia, SR Telecom, SNC-Lavalin, etc...

In 2008, Adel started teaching in the JMSB Management Department. He teaches undergraduate and graduate courses, including Negotiations and Conflict Resolution, Management Consulting, Organizational Behaviour and Contemporary Business Thinking. He is also the coordinator of the Contemporary Business Thinking course for the Management Department.