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w-95

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF BUSINESS ADMINISTRATION
COURSE OUTLINE**

BA 1380 - ORGANIZATIONAL BEHAVIOUR

TEXT: Organizational Behaviour, A Canadian Perspective; Arnold, Feldman & Hunt, McGraw Hill, 1992.

This text is used for the sequential course BA 2390 - Organizational Behaviour II. The text may be shared with a trusted fellow student; it will be referred to in class periodically and background readings are required for each of the six modules.

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 behaviour 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 is adequately prepared to enter the modern business world without an appreciation for the fundamentals of how any 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.

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GRADING:	Mid-Term Exam	20%
	Final Exam	25%
	Skit	15%
	Quizzes	30%
	Attendance Bonus	<u>10%</u>
		100%

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
	Motivation	3 Weeks	4, 15
	Stress Management	1.5 Weeks	16
	Group Dynamics	3 Weeks	7, 8
	Leadership	2 Weeks	9
	Resistance to Change	1.5 Weeks	17
	Review	.5 Week	

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 eg. "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, eg. the company's assets not companies assets.

5. Recurring Errors -

<u>Correct</u>	<u>Incorrect</u>
develop	develope
definite	definate
rationale	rational
a lot	alot

6. Singular/Plural - The following are often confused by business students.

<u>Singular</u>	<u>Plural</u>
datum	data
criterion	criteria
appendix	appendices
medium	media
phenomenon	phenomena

7. Structure - Structure is key for 2 reasons:

- i) organized writer's thinking and analysis
- ii) eases reader's tasks

By structure, I mean a systematic and logical series of titles, subtitles and numbering scheme.

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 coherent structure.

FINALLY: purpose or objective statements are invaluable tools and deserve frequent use.

eg. "Our purpose in examining competitive pressures is to highlight their growing intensity"

eg. "The objective of minimizing risk is best determined by verb."

8. Data - Charts and lengthy calculation should be in appendices. A suggested format for dealing with charts is:

eg. TITLE: Question 10

Raw #	$\frac{1}{6}$	$\frac{2}{4}$	$\frac{3}{5}$	$\frac{4}{2}$	$\frac{5}{4}$	<u>Total</u> 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
eg. sort of, kinda, try and do something, a lot
- Point form is acceptable as long as it doesn't approach "punchiness":
eg. Advantage
- Cheap
- Bullet format (such as 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).

TESTS

Only those students who contact me **before** a scheduled test will be permitted to write a supplemental. In most cases, supplementals are waived and the value of the final exam is increased to compensate for the test not written. This can be risky so it is far preferable to write the test. If you are unable to write a test call me or leave a message (please make sure that the message has a time on it.)

HAND INS

My policy is to deduct 10% per school date late to a maximum of two days after which do not bother to hand in the assignment. It is my objective to get next class feedback (i.e. hand in on Friday get paper back on Monday) so once papers are returned, late papers cannot be accepted.

PUNCTUALITY/ATTENDANCE

Classes will start on time all the time and reviews of material already covered will not be provided for late students. Attendance in my courses is super important as my policy is that you will only be tested on material covered in class. **Please make arrangements with a fellow student to pick up handouts if your are absent.**

NOTES

The test of good notes is whether they are meaningful and helpful when you need them. It has been my experience that students require **MORE** than what is written on the board. I use abbreviations/acronyms/buzz words extensively so **PLEASE** seek clarification as we proceed.

ASSISTANCE

The onus is on the student to seek help as 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. I may be busy and will have to set an appointment time for you. **YOU ARE NOT BOTHERING FACULTY WHEN YOU ASK FOR HELP: YOU ARE ASKING US TO DO OUR JOBS.**

I am comfortable with calls at home before 10 p.m. and am willing to meet on weekends if necessary.

If you are confused by a point in class do yourself (and the rest of the class) a favour by seeking clarification at the time.

SKITS

- Objectives:
- enhance learning by application of material
 - use creative talents of students
 - enjoyable change of pace
 - review of material
 - provide a common denominator re: group dynamics

Task: In groups of 5-7, write and deliver a 7-10 minute skit which is based on a real or imaginary situation and which demonstrates OB principles in use or abuse. Skits in which an OB principle could or should have been used but was not will likely provide the most interesting material. Scripts may be read but feel free to fully exercise your creative facilities - - the more outlandish the better! Then, a 7-10 minute debrief/Q&A session lead by the group is required during which time the OB portion should be hammered home. Drawing the information out of your audience is much preferable to simply reiterating the point yourselves. **DO NOT WING IT FOR THE DEBRIEF - IT SHOULD BE PLANNED.** I will be pleased to help if asked. You will be assigned to a skit team. All students in the group get the identical mark **UNLESS** there is a compelling reason to deny non-participants a grade.

How you work as a team will be tested on the final exam, so please pay attention to group processes as you meet and prepare skit.

Marking Scheme:	Creativity and Polish of Presentation	3
	Interest Aroused and Maintained	3
	Relevance of Skit to OB	1
	Adherence to Time Lines	2
	Learning Value of Debrief	6
	TOTAL	15

It has been my experience that students are initially reluctant to partake in skits but find them, in retrospect, to be among their most valuable and interesting experiences.
HAVE FUN!!!

QUALITY REVOLUTION

Quality products and service via employee involvement.

What went wrong? .complacent, lazy and sloppy
.quality efforts unfocussed
.competition-better, cheaper, faster
.ignored customers

FORD (Fix Or Repair Daily)

.lost skills, pride, "heart" -"no brainer jobs/idiot proof"
.quantity not quality- keep line going at all costs
Leading to: low morale, poor quality, lost customers.
Bet the Company Decision on Culture Change-Taurus

-stole ideas-best in class
-ground up design
-people pride and care-quality via E.I. - a say.
-ask the experts- Es's, dealers, customers, vendors

Turnaround-defects down 50%-car of the year
-profit of \$ 1 Billion (300 feet of \$1,000 bills)
-operating costs down \$ 5 Billion,
-productivity up 40% since 1980
-customer satisfaction up 40%
-job satisfaction up 30-40%

Kansei=Continuous Improvement- "only 1/2 way there"

GLOBE METTALURGICAL

-unpredictable quality-inspect and trash after the fact.
-QC expensive therefore SPC- build in not inspect out
-check inputs and processes not outputs.
-every one an inspector-didn't work until hourly's trained and committed.
-more customers, larger orders, fewer returns, less inventory,
less scrap, smaller payroll and record profits.
-no foremen, higher pay turnover almost zero, safety up,
absenteeism down. AVOIDANCE BEHAVIOURS.

KODAK

-eliminated QC Dep't-e cop. animosity, mistakes repeated.
-now no quotas, inspectors. Rather QC Circles, info sharing,
measuring (what get's measured gets done.)
-SD. of Directors to run Dep'ts, recognition systems, appreciation.
-quality up 100 times, costs down 80%, volume up 30% + mood
(culture) change- pride and appreciation, autonomy and ownership.
"our job to care"
Management needs convincing to change not workers.

Bad Service is Epidemic- glorious opportunity in simply not ignoring your customers.

SEVELL VILLAGE CADILLAC

- . commitment to quality service
- . Objectives-pride not \$
- . longer hours, 1 on 1 relationships, computer history, loaner cars, customer surveys, great people with feedback.

The Secret?

- focus on customers and quality
- break down management/labour lines
- teams
- a piece of the action (\$ and ownership of job)

**DESIGN, SERVICE, AND QUALITY ARE COMPETITIVE ADVANTAGES
ATTAINABLE ONLY BY A TURNED ON WORKFORCE**

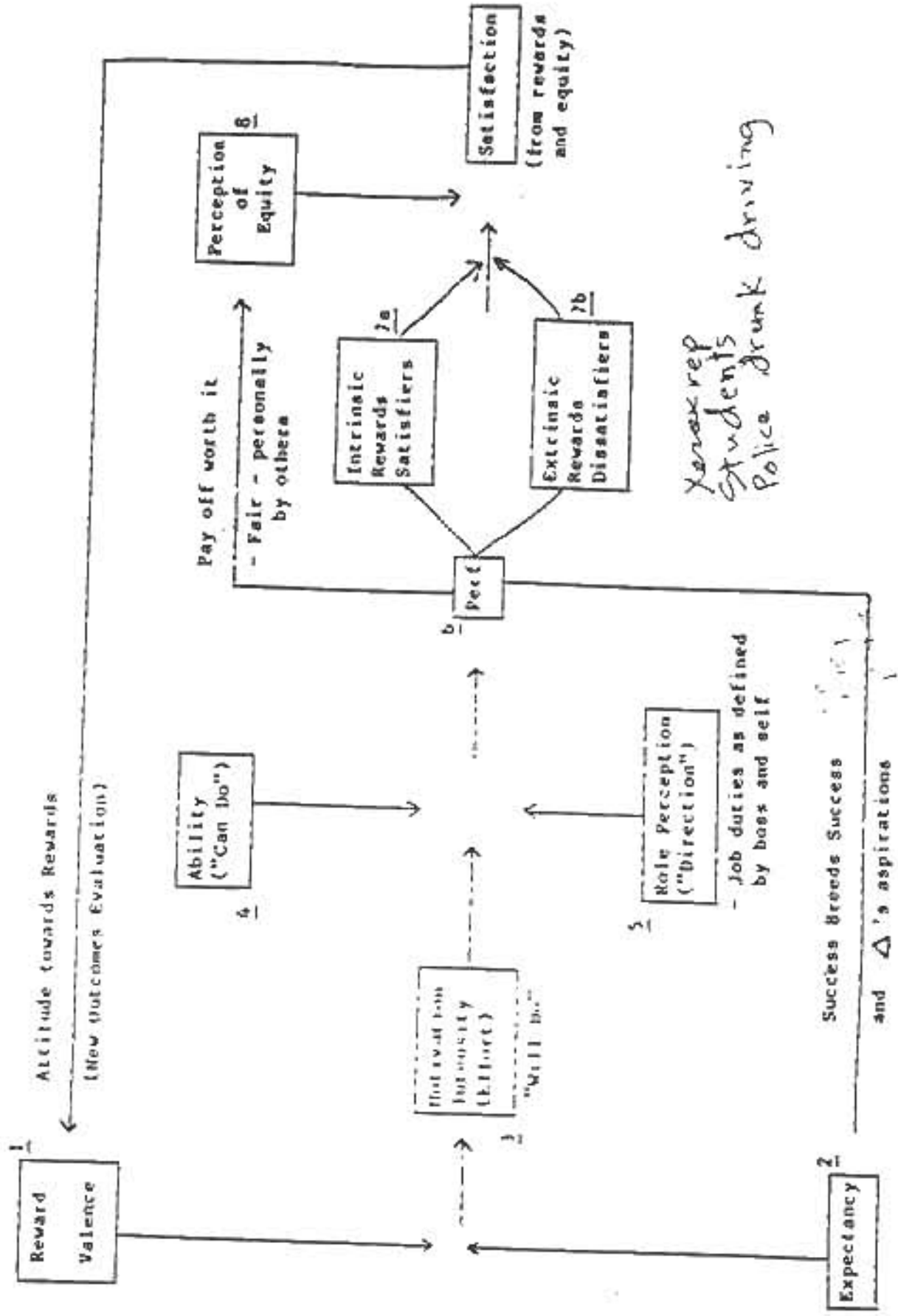
- trust- treated and expected to behave as adults.

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



*Xanax rep
Students
Police drunk driving*

- 1, 2, 3 = Expectancy (Vroom)
- 4 = Ability (C)
- 5 = Direction (D)
- 6 = Perception of Equity
- 7 = Herzberg
- 8 = Satisfaction

$$E = C \times (D + S)$$

THIRTY PRINCIPLES OF HUMAN MOTIVATION

1. Use appropriate methods of reinforcement.

Make rewards contingent on performance
Recognize personal differences about what is rewarding
Provide feedback and rewards as soon as possible.

2. Eliminate unnecessary threats and punishments.
3. Make sure that accomplishment is adequately recognized.
4. Provide people with flexibility and choice.
5. Provide support when it is needed.
6. Provide individuals with responsibility along with their accountability.
7. Encourage individuals to set their own goals.
8. Make sure that individuals are aware of how their tasks relate to personal and organizational goals.
9. Clarify your expectations and make sure that people understand them.
10. Provide an appropriate mix of extrinsic rewards and intrinsic satisfaction.
11. Design tasks and environments to be consistent with individual needs.
12. Individualize your supervision.
13. Provide immediate and relevant feedback that will help people improve their performance in the future.
14. Recognize and help eliminate barriers to individual achievement.
15. Exhibit confidence in individuals.
16. Increase the likelihood that individuals will experience accomplishment.
17. Encourage individuals to participate in making decisions that affect them.
18. Establish a climate of trust and open communication.
19. Minimize the use of statutory powers.
20. Help individuals to see the integrity, significance, and relevance of their work in terms of organizational output.
21. Listen to and deal effectively with individual complaints.
22. Point out improvements in performance, no matter how small.
23. Demonstrate your own motivation through behavior and attitude.
24. Criticize behavior, not people.
25. Make sure that effort pays off in results.
26. Encourage individuals to engage in novel and challenging activities.
27. Anxiety is fundamental to motivation, don't eliminate it entirely.
28. Don't believe that "liking" is always correlated with positive performance.
29. Be concerned with short-term and long-term motivation.
30. Keep the lines of two-way communication open.

LESSONS RE: MOTIVATION

GENERAL

- 1) All behaviour is motivated.
- 2) The human animal always does what it perceives to be in its self interest.
- 3) Motivation matters: Performance = Motivation X (Capability - Direction)
"will do" "can do" leadership
- 4) Managers can't motivate; they can create appropriate environments to avoid de-motivation.
- 5) Motivation does not equal movement. The fastest and easiest way to change behaviour is to change the reward structure.

X AND Y

- 1) Self fulfilling prophecy- people tend to perform at level of expectations of peers, subordinates, and superiors.
- 2) X is static, Y is dynamic; therefore, better to start with the latter.
- 3) The competence/confidence spiral-upwards and downwards.
- 4) Two faces of X-nasty and nice-i.e. carrot and stick.

GENERAL THEORY TYPES: Cognitive, Hedonism, Instinct, Drive.
(problems with all)

MASLOW'S HIERARCHY OF NEEDS

- 1) \$ are not enough- psychological income is imperative to meet higher order needs.
- 2) Need satisfaction is a continuous challenge to management-never goes away.
- 3) People strive for what they want not for what they have.
- 4) DEPRIVATION IS RELATIVE.

HERZBERG'S DUAL FACTOR (MOTIVATION/HYGIENE THEORY)

- 1) Good hygiene is necessary but not sufficient. It leads to movement. Demand is insatiable and only satisfied short run. (What have you done for me lately?)
- 2) Job enrichment via satisfiers.
- 3) Recognition systems-cheap and powerful.
- 4) Let people achieve via delegation and growth opportunities.
- 5) People shouldn't do gorillas' work.

VROOM'S EXPECTANCY THEORY

- 1) Desire X Belief that you can get the goodies = Motivation. (M = V X E)
- 2) Individuals differ in motivation. (measurably)
- 3) Work on variables not motivation (i.e. augment desire and/or cement link between effort and payoff.)

EQUITY THEORY

- 1) Self and others' perceptions of fairness of rewards matters.
- 2) Groups do have an impact.
- 3) Equal treatment is not equitable treatment-"as ye sow, so shall ye reap."
- 4) Inconsistent treatment (favouritism & discipline) is a sure fire union getter.

McCLELLAND'S THREE NEEDS

- 1) Personality drives effective motivator i.e. not all respond to same thing. Achievement, Affiliation, Power.
- 2) High (nAch) like personal resp., feedback and moderate risk. Can select &/or train.
- 3) Best mgrs. are high (nPow) (results through others) and low (nAff).

GOAL SETTING THEORY

- 1) Never "do your best." Specific, stretch goals more effective if accepted.
- 2) Nutritious feedback; specific and self generated preferable. Feedback is the breakfast of champions.

PORTER/LAWLER MODEL

- 1) Motivation is complex but can be integrated into one workable model.

CONCLUDING COMMENTS

- 1) People will get their "jollies" (i.e. strive to satisfy higher level needs) somewhere. Better for both the org and the person if s/he does so on the job.
- 2) Merely avoiding de-motivation is a great victory.
- 3) Zest, enthusiasm and fun are infectious.
- 4) It takes time to change a motivational climate and initial results will be disappointing. WHY? abuse from those requiring .7A. Then peer pressure kicks in. Design socio-technical systems for the 95% of employees who want to win, be effective, contribute.
- 4) Key is meaningful, responsible jobs-train 'em and get out of the way.
 - avoid de-skilling jobs.
 - expect and demand excellence.
 - significance, skill variety, task identify, autonomy, and feedback.
- 5) Growth and competence requires mistakes. Errors need flagging not flogging. The opposite of success isn't failure, it's not trying. The skilled manager works himself out of a job.
- 6) PEOPLE LOVE TO WIN AND BE ON WINNING TEAMS. Mgr. is a coach striving for a logjam of excellence.
- 7) Give people a reason to give a damn! Make them owners or share gains. Power is the ultimate aphrodisiac. Share it-their gain is your gain.
- 8) Give up changing the world-start with your Dep't. No policy manual says you can't appreciate and recognize a job well done.
- 9) Asking two questions is always appropriate:
 - 1) What's the objective?
 - 2) What are the motivational impacts on the people affected?
- 10) "On the Folly of Rewarding A while hoping for B" People will respond to what's REALLY rewarded not officially rewarded. To change behaviour, change reward structure-admittedly this is movement but often this suffices.
- 11) When in doubt, ask the experts. Recall the importance scale reported by workers.

KITA OR WHAT HAVE YOU DONE FOR ME LATELY?

Neg. physical KITA = stick - inelegant and dangerous
* psychological KITA = silent bleeding, no backlash
Pos KITA = reward ie the carrot (Big Picture Approach, Human Relations, Communications etc. etc.)
KICKER IS MOTIVATED, KICKEE MOVES

Two Questions in Workplace i)How do you treat people
ii)How do you use people?

HYGIENE- must clean up the job environment but no motivational bang
1)Treat Ee's as well as you can afford to.
2)Short term and requires frequent replenishment.
3)returns to zero but,
4)zero escalates.

Therefore, i)never use hygiene as a reward-eye on wrong ball
(should be on achievement)
ii)give it and shut up about it
iii)KISS

MOTIVATORS: How do you use people on the job?

Tougher- too used to KITAs which are easy to administer and yield quick results
- a turned on Ee is a very different animal than a KITA seeker.

Therefore, two pronged strategy of OK Hygiene and Max Motivators.

There is a technology to help here- JOB Enrichment and Job Design

NB> Hygiene and Dissatisfiers are synonymous
Motivator and Satisfier " " "

Achievement, Recognition, Poss. of Growth, Advancement, Work Itself, Responsibility:

Intrinsic Rewards, Job Content, Free, Motivation,
Use of People, TGIM, Generator in Long Term, Higher order needs, By doing the job.

Co. Policy and Admin, Supervision, Working Conditions, Buck and Bennies, Fellow Workers (Peers and Subs), Status, Security:

Extrinsic Rewards, Job Context, Job Environment, SSSS, Movement, Treatment, TGIF, Battery in Short Term, Lower Order Needs, For Doing The Job.

STRESS

INTRODUCTION

Change leads to stress

Good or Bad-body doesn't know or care

Greater the stress the greater the likelihood of illness

People vary in stress coping ability and perceived stressors

Yerkes/Dobson curve: hypo, hyper = distress, Optimal

Def'n: .anything that induces the fight/flight response in the body.

.a condition of strain on one's emotions, thought processes and physical conditions.

We have a finite amount of stress coping ability.

CAUSES: A) ORGANIZATIONAL

Occupational Demands: Pressure to Perform/Decision Making Latitude
Role Conflict

Role Ambiguity

Overload/Underload: quantitative and qualitative

Responsibility for Others (particularly w/o control)

Lack of Participation: Exit/Voice; Internals/Externals re: Locus of Control.

Others: Perf. Appraisals, Working Conditions, Personal Relations

PERSONAL

Life Change Units: mitigated by Stress Hardiness (Change, Commitment, Control)

Personality A/B -Tortoise and Hare

Locus of Control: Perception

Cognitive Appraisal

IMPACTS: Physical, Psychological, Orgs.

COPING TECHNIQUES: get tougher, control, smarter, friends

Enhanced Physical Fitness: sleep, exercise, diet, habits.

Social Supports

Plan Ahead/Time Management

Vacation/Hobby/Outside Activities: compartmentalization

Relaxation/Meditation

Stress Holidays

Attitudes: this too shall pass, how imp't in 5 years?

Refer Handout: Revitalize/ Energize Yourself

ORG. STRATEGIES

Change Org Structure
Change Reward Systems
Training and Placement
Communication
Changes to Specific Jobs
Proact via policy, early interventions, support for personal
strats.

GROUP DYNAMICS

Groups are a fact of org life: TEAMS
Synergy: $1+1=3$, whole is greater than the sum of its parts
Superior implementation via participation, involvement, ownership
Expectations for a day.

We hate the abuses of groups and mock activities but...

Recall, Gulag Archipelago and Filipino Mafia

Def'n : Group Dynamics: 2 or more interacting
Interacting implies common objectives, activities, interests,
beliefs, values and etc.,

Formal Org. vs. Informal-unplanned, uncontrollable and powerful

Attributes of Effective Groups: accomplish task and sat. members

Individual's behaviour is different in a group-conformity,
submission to authority, role, norms etc.

TOOLS OF ANALYSIS

1) Sociogram aka Affect Structure: Clique, subgroup, star, aspirants,
isolates.

How are affects det'd? physical proximity, desirability, likes
attract, choose those who choose us.

2) Tuckman's Formation Stages: Forming Storming Norming and
Performing

3) Roles: Leaders (Task and Socio-emotional)-behaviour specialists
-determined by method of residues
-T + S/E + Vision = Charismatic
Expert, Sec't, Regular Member, Scapegoat, Observer, Non-
Participant, Greybeard, ...

4) Cohesion - social glue, sense of ve-ness, strength of
interpersonal attractions
-function (Homogeneity, Communication, Isolation, Size,
external pressure, and success)

If high-strong identification with group and its objectives and high value on group membership BUT no necessary link with productivity—depends on group norms. Also, risk of Groupthink.

5) Morale: degree of member satisfaction

High morale leads to high productivity IF objectives and norms are in synch with the org's.

Benefits: internal cohesiveness, cope with conflict better, enhanced adaptability, high identification with group, high confidence in leadership, mutual support, MORE FUN.

Low morale leads to avoidance behaviours: Group/Individual, Active/Passive

Variables—size, recency of promotion, content of job, leadership.

ASSETS: better decision potential, willingness to implement, legitimacy

LIMITATIONS: conformity, groupthink, easily manipulated, resistance to change, time, win/lose dynamics, risky shift.

LEADERSHIP

What do we already know about leadership?

Leadership opportunities are everywhere and there is a desperate shortage of leaders.

Good leadership is invisible; bad is conspicuous

Nature/nurture controversy: born or made, traits or behaviours
hire or train, what you are or do.

Great and fruitless search for the keys BUT intelligence, dominance, self confidence, high energy, task relative know how and communications ability are positively correlated with who leads and who leads better.

Def'n : a pattern of personal characteristics in combination with characteristics, activities, and goals of the followers.

Biological Imperatives

Traditional vs. New Style: Manager vs. Leader

All Models pertain to Initiation of Structure (Task) and Consideration (Relationship)

Blake and Mouton Managerial Grid—static normative personality
Hersey and Blanchard Situation Leadership - dynamic, descriptive, behaviour