



A POLYTECHNIC INSTITUTION

School of: Business

Program: ACIT

ORGB 1100**ORGANIZATIONAL BEHAVIOUR****Start Date:** September 2, 2019**End Date:** Dec 10, 2019**Total Hours:** 45 **Total Weeks:** 15**Term/Level:** **Course Credits:** 3.0**Hours/Week:** 3 **Lecture:** 1 **Lab:** 2 **Seminar:** **Other:****Prerequisites:** None**is a Prerequisite for:****Course No.** **Course Name****Course No.** **Course Name**

1. Course Description

Organizational Behaviour presents the study of factors that either influence or are influenced by people at work. This course will focus on macro factors such as organizational change; group factors such as team dynamics, leadership, conflict and power; and micro or individual factors such as personality, attitudes, perception and motivation.

An understanding of these topics will enable students to predict, influence and understand how the behaviour of individuals and teams impacts the effective operation of organizations.

2. Evaluation

Group Assignments	30	%
Individual Assignments	20	%
Midterm	20	%
Final Exam	30	%
TOTAL	100	%

3. Course Learning Outcomes/Competencies

Upon successful completion of the course, the student will be able to:

- Use contingency approach to understand organizational behaviour
- Apply group behaviour concepts to achieve team outcomes
- Illustrate the roles of perception, personality, emotions, attitudes and values
- Compare motivation theories
- Differentiate leadership styles and theories
- Explain the impact of power and politics in the workplace
- Compare negotiation styles and conflict management techniques
- Identify decision making and problem-solving models
- Describe major elements of organizational change

4. Verification

I verify that the content of this course outline is current.

Authoring Instructor

Date

I verify that this course outline has been reviewed.

Program Head/Chief Instructor

Date

I verify that this course outline complies with BCIT policy.

Dean/Associate Dean

Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

5. Instructor(s)

Peter Office: SE06, room Email for appointment: pmobcit@gmail.com
Morgan 327, BBY campus

6. Learning Resources

Required:

- McShane. Canadian Organizational Behaviour (10th edition), McGraw-Hill Ryerson. ISBN 978-1-25-903053-6. This text is available in paper or electronic formats.

Supplementary Resources:

- Handouts will be provided in class and online at learn.bcit.ca
- Lecture PowerPoints will be available on learn.bcit.ca
- McGraw Hill Online Learning Centre for our text:
 - http://highered.mcgraw-hill.com/sites/007040187x/student_view0/

7. Information for Students: Course Notes, Policies and Procedures

Assignments: Assignments must be done on an individual basis unless otherwise specified by the instructor. Late assignments will be penalized 20% per day and *will not* be accepted after 5 calendar days past the due date. In exceptional circumstances, flexibility and discretion will be used implementing this policy, provided the instructor is advised of the circumstances *before* the due date of the assignment.

All assignments should be handed in to the D2L assignment folder unless otherwise advised.

Group Assignments: You will be assigned to a team in your set. Working effectively in teams is an essential skill in the workplace, and a critical component of this course. If you encounter team issues, I encourage you to use some of the concepts from the course to address them in a timely manner. Seek the assistance of your instructor if the team is not able to resolve the issues on its own. There is a provision for differential grading in this course. See Summative Peer Assessment worksheet.

Makeup Tests, Exams or Quizzes: There will be no makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented and substantiated** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately** and to work out a plan.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance: Regular attendance will be taken in lecture and lab. Attendance is integral to student success, therefore, attendance in class is monitored. Unexcused absences in excess of 10% of the time prescribed for this course may result in the assignment of a failing grade and/or removal from the course. In case of illness or other unavoidable absence, students must communicate with the instructor, or the appropriate Program Head, as soon as possible indicating the reason for the absence. Students who are seeking accommodation for a medical absence must have a BCIT-approved medical certificate.

For other absences, students must be prepared to provide appropriate supporting documentation. These requirements are set out in accordance with BCIT Policy 5101 “Student Regulations”.

Participation: Participation is defined as: attends all labs, consistently participates and moves class discussions forward, shares high quality analysis and insights or applications of course content; enables others to contribute. Active participation in labs is essential to accomplish the course objectives. All assigned reading must be complete before the lab.

Illness: A doctor’s note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated. Please use form:

<http://www.bcit.ca/files/healthservices/pdf/studentmedicalcertificate.pdf>

Attempts: Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

Examinations: To write exams, students may be required to produce photo ID at exam centres. The ID must be placed on the desk before an exam will be issued to the student and must remain in view while writing the exam for inspection by invigilators. Acceptable ID is a BCIT OneCard or two pieces of identification, one of which must be government photo ID such as a driver’s license. Please see BCIT Policy #5300 for formal invigilation procedures.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

8. Assignment Details

Midterm (20% of the course grade) The quiz will be a multiple-choice exam completed in lecture. It will be written on D2L.

Final Exam (30% of the course grade) The final exam will consist of multiple-choice questions, written short answer questions and/or questions. The final exam will be written during BCIT’s scheduled exam period. It will be written on D2L.

Individual Assignments (20% of the course grade)

Peer Assessment Assignment (10%) – See course handout for details.

Leaders Forum (10%)—See course handout for details.

Team Assignments (30% of the course grade)

Team Charter (15%) -- See course handout for details.

Team Case Study (15%) – See course handout for details

	Week of:	Material and Activities-In Class	Homework/Assignments
Week 1	Sept 2		
Week 2	Sept 9	Chapter 1-Introduction to OB Self-Assessment Worksheet	HOMEWORK: Self-Assessment Worksheet-Due week 3 Lab Read Chapter #8
Week 3	Sept 16	Chapter 8 - Team Dynamics Self Assessments Belbin Team Process Roles Worksheet Work on Team Charter Jaztec Case Study	HOMEWORK: <i>Team Charter – Due see D2L calendar</i> Draft of BARS – I must review before you leave <i>Jaztec Team Case Study—D2L calendar</i>
Week 4	Sept 23	Chapter 2: Individual Behaviour MARS Model Team Activity Work on Team Charter	Read Hy Dairies Case on page 91 and complete handout due in Lab
Week 5	Sept 30	Chapter 3: Perception Perceptual Error Handouts Perceptual Error Activity Johari Window Exercise Hy Dairies Exercise Self and Peer Assessment Assignment	<i>Self and Peer Assessment – Due D2L calendar</i> <i>Leaders Forum Assignment – Due D2L calendar</i>
Week 6	Oct 7	Chapter 4: Workplace Attitudes & Stress LINK 650 Diagnosing Problems Exercise LINK 650 Analysis Activity using MARS, EVLN and Stressors Midterm Review Draft Motivation Story Self and Peer Assessment Assignment	Read Rough Seas on the Link 650 on page 122 and complete Case Handout-due in lab Motivation Story Assignment Handout
Week 7	Oct 14	Chapter 5: Motivation Theory Motivation Theories Exercise Motivation Stories Exercise Goal Setting and Feedback Exercise Review Expectancy Theory of Motivation	Yakkatech Ltd Case Handout due in lab – Pg 183 Rehearse questions for Leaders Forum Ensure you have all prep for event complete
Week 8	Oct 21	Midterm (20%)	

		(Chapters 1, 2, 3, 4 & 8)	
Week 9	Oct 28	Chapter 6: Applied Motivation Job Redesign Exercise Yakkatech Ltd Case Activity Feedback Activity Finalize detail of Leaders Forum	
Week 10	Nov 4	Leaders Forum Event	
Week 11	Nov 11	Chapter 10: Power and Politics Jaztech Team Case Study Check-in Review sources and contingencies of power Power Play Exercise	
Week 12	Nov 18	Chapter 11: Conflict and Negotiation Conflict Handling Model and Contingencies Exercise	A Window on Life Case Handout due in lab – Pg 359
Week 13	Nov 25	Chapter 12: Leadership in Organizational Settings Window on Life Case Activity Review Path-Goal Leadership Theory and Contingencies Final Exam Review	
Week 14	Dec 2	TBD Exam Review	
Week 15	Dec 9	Final Exam (30%)	Date, Time and Room TBA

ORGB 1100 – Course Package

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Self-Assessment Activity

Overview: To build awareness of how your beliefs and ways of being guide your action and shape your understanding.

This assignment requires you to complete several questionnaires or self-assessments. The questionnaires focus on aspects of your individual personality traits, values, and behaviours that are related to topics covered throughout the course.

Exercise Instructions

See the worksheets and instructions below. Complete and score the self-assessments on the companion website for the textbook. Read the interpretation of your scores and record your scores on each assessment on the worksheet provided. Fill in your response on the worksheets for each of the assessments.

Instructions:

1. **Go to:** http://highered.mcgraw-hill.com/sites/007040187x/student_view0/
(These can be accessed for FREE – no Code required.)
2. Then click on **“Choose a Chapter,”** select the appropriate chapter. (eg. Chapter 2)
3. Then select the appropriate **Self-Assessment number**. (eg. 2.6 Are you Introverted...)
4. Complete the assessment.
5. Log your assessment scores in the appropriate sections of this worksheet. (eg. Scores from 2.6 Are you Introverted or Extroverted should be captured in the Chapter 2 section of this worksheet.)
6. Save and/or print your assessment outcomes for use throughout the course.

Self-Assessment Questionnaires:

Chapter 2 – Self-Assessment 2.6 – Are You Introverted or Extroverted?

What is your score on the Introversion-Extroversion scale? Your score: _____

Which category (high introversion, moderate introversion, in-between, moderate extroversion, high extroversion) are you in? _____

Discussion: What can a team do to ensure that introverts are given an opportunity to participate at team meetings? What can a team do so that extroverts do not dominate team discussions?

Chapter 2 – Self-Assessment 2.7 – Dominant Values (Schwartz)

Note the values where you achieved your two highest scores:

and your two lowest scores:

Chapter 2 - Self-Assessment 2.8 – Individualism and Collectivism

Note your score for each of the two dimensions: Individualism: _____

Collectivism: _____

Thinking about the results for Self-Assessment 2.7 and 2.8: Discuss how your family, nationality, cultural origins, education or other background factors may influence your values.

Chapter 3 - Self-Assessment 3.9 – Cognitive Empathy

Record your score:

Low (7 - 15) _____ Moderate (16 - 25) _____ High (26 - 35) _____

Chapter 3 - Self-Assessment 3.10 – Emotional Empathy

Record your score:

Low (7 - 15) _____ Moderate (16 - 25) _____ High (26 - 35) _____

Discuss how your scores on Self-Assessments 3.9 and 3.10 might help or hinder your ability to work effectively in a team.

Chapter 6 - Self-Assessment 6.5 – How Well Do You Practice Self-Leadership?

Record your score for each dimension of self-leadership. Scores range from 3-15.

Personal goal setting: Your score _____	Mental practice: Your score _____
Designing natural rewards: Your score _____	Self-monitoring: Your score _____
Self-reinforcement: Your score _____	Cueing: Your score _____

Total Score (18-90): Your total score _____

Self-leadership is strongly associated with the goal setting theory of motivation. Discuss whether or not you can increase “self-leadership.” In yourself? In others?

Chapter 7 - Self-Assessment 7.8 – Decision Making Style

Record your scores for rational _____ and intuitive _____ decision styles.

Discuss how a team might utilize both of these decision-making styles.

Chapter 8 - Self-Assessment 8.7 – Are You A Team Player?

Record your score: Low preference (10 – 20)	_____
Moderate preference (21 – 39)	_____
Strong preference (40 – 50)	_____

Discussion: How might a team approach a team member who has a low preference for working in teams?

Chapter 11 - Self-Assessment 11.4 – Conflict Handling Style

Record your scores:

Yielding:	Low: (4-8)____	Moderate (9-13)____	High (14-20) ____
Compromising:	Low (4-10)____	Moderate (11-16)____	High (17-20) ____
Forcing:	Low (4-8)____	Moderate (9-14)____	High (15-20) ____
Problem Solving:	Low (4-10)____	Moderate (11-16)____	High (17-20) ____
Avoiding:	Low (4-7)____	Moderate (8-12)____	High (13-20) ____

Discuss how a team might function with members who have very different or very similar conflict handling styles?

Reflection: This section is to be completed only at the end of the lab, after we have discussed the various self-assessments.

1. What are your thoughts about either your scores on some of the exercises or the discussions you had in class?
2. What information about yourself might be important to share with others who will be working with you in a team?

Team Charter – Team Assignment

Overview: To create rules and processes to guide your teams work this term.

Due: See course schedule for details. Upload a single **pdf file per team** to the Team Charter assignment folder in D2L.

Team Charter Content:

1. Cover Sheet including team name, team picture and team member names
2. Goals and Needs
3. Team Success (reference the Self-Assessment Activity outcomes)
4. Expected Norms
5. Performance Management
6. Commitment
7. BARS

GOALS:

Performance Goals: Use the course schedule to make a list of all the **team** assignments that your team must complete this term. This table should outline the What, When, How, Target and Who of both team assignments.

Team Assignment (What)	Team assignment Due Dates (When)	Team Assignment Milestone Dates (How)	Target team mark (%) (Target)	Team Member Project Manager (Who)

NEEDS:

Team Member Needs: List team member individual needs related to participation and membership on this team. This needs to be identified in a way that can be objectively measured.

References: Use your **Belbin Team Roles** and **Self-Assessment Activity** outcomes to outline needs and measures.

Team member:	Need	How will you objectively measure if the need has been met?

TEAM SUCCESS:

Teams face challenges when members lack awareness regarding how differences impact behaviour and expectations of members. The self-assessment inventory captured individual team member preferences. Based on the self-assessment inventory of your team members, identify and briefly describe any challenges your team may face that might hinder team success. State what the team will do in a practical way to avoid and/or overcome these challenges. ***Include at least one possible challenge for each self-assessment criteria.***

Self-Assessment Criteria	Potential Challenge facing the team	Solution/Response to challenge
2.6 Are you Introverted or Extraverted?	Summarize the range of introversion and extraversion on your team and consider what challenges your team may face given your member preferences	Consider a solution or response to the challenge that may assist your team to navigate this challenge

EXPECTED NORMS:

Identify key areas for which your team wishes to establish norms that will guide team member actions. For each norm, describe the behaviour expected of team members. Areas for which you may wish to establish written rules include but are not limited to:

- How the team will communicate; method (email, telephone, twitter), who is responsible, frequency

- Expectations of each other regarding team meetings; fixed schedule, room booking, setting agenda, meeting chair
- Distribution of tasks among team members and rotating roles
- Scheduling and establishing deadlines
- Decision making and problem solving
- Handling disagreements and conflicts

PERFORMANCE MANAGEMENT: The following five steps must be copied into your team charter exactly as is.

In the event that there is a performance concern the following steps will be followed. **Each step in this process must be completed in conjunction with your instructor and other appropriate instructors.**

1. Meeting to establish area of concern. The purpose of this meeting is to determine which of the MARS factors is resulting in the poor performance and address the underlying issue.
2. Verbal reminder of the requirements of the team charter and a clear statement of which requirement is not being met. (**the most useful step!**) One team members providing the verbal reminder shall send himself/herself and the instructor an email as documentation.
3. Written notice to the individual, including a clear statement of which team charter requirement is not being met, with copies to your ORGB lab instructor, other appropriate instructors and all other team members.
4. Last chance agreement – The team is to prepare a written last chance agreement. The agreement shall state the specific requirements that must be met by the team member(s). Copies of the last chance agreement shall be provided to your ORGB lab instructor, other appropriate instructors and all other team members.
5. Written recommendation for dismissal of the team member(s) if the last chance agreement has not been adhered to.

COMMITTMENT:

Include a separate last page with each team member's typed name and signature, and the date of the charter confirming their commitment to the team charter.

Behaviourally-Anchored Rating Scale (B.A.R.S.)

The behaviourally-anchored rating scale or BARS method is a highly reliable and effective way to assess performance. It uses illustrative examples of important behaviours (but not attitudes or personality traits) that the team has agreed to in order to describe various levels of performance. Provide 3 important performance criteria with detailed definitions that the team will use to provide feedback to each member and to assess each member's contribution towards the team's goals. It should be clear how team member expectations escalate as the ratings increase. Use the following Communication Behaviours BARS below as a reference. Example BARS Topics include: Quality of Work, Teamwork, Respect for Team members, and Team Member Participation.

EXAMPLE: BEHAVIOURALLY ANCHORED RATING SCALE (BARS)

Performance Criterion #1: Communication Behaviours		
Description: Team member clearly conveys and receives information and ideas to and from other team members in a manner that engages them, and encourages response and feedback. Includes oral communication, written communication, and listening.		
RATINGS		
Exceeds Expectations 5	Meets Expectations 3	Below Expectations 1
<i>(at least 5)</i> Behavioural Anchors (Descriptions of Behaviours)		
<ul style="list-style-type: none"> Brings necessary detailed and organized written work to start of team meetings. Encourages others to convey information by giving time to every team member to speak. Attends all course lectures and labs as well as takes notes. Asks questions to help self and others understand information Uses course material to assist in discussions and explains course material. 	<ul style="list-style-type: none"> Brings necessary written work to team meetings. Is receptive to the ideas of others by listening without interruption. Attends all course lectures and labs. Asks questions when does not understand process, directions, information, or goals. Uses course material to assist in discussions 	<ul style="list-style-type: none"> Brings inaccurate, unorganized and/or incomplete written work to team meetings. Does not listen to or is not receptive to the ideas of others. Interrupts other speakers. Attends some course lectures and labs. Needs clarification on process, directions, information, or goals after a meeting is finished rather than asking during a meeting. Rarely references course material in discussions.

TEMPLATE FOR: BEHAVIOURALLY ANCHORED RATING SCALE (BARS)

Performance Criterion:		
Description: (must be clear, concise and concrete)		
RATINGS		
Exceeds Expectations 5	Meets Expectations 3	Below Expectations 1
(at least 5) Behavioural Anchors (Descriptions of Behaviours)		
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

Performance Criterion:		
Description: (must be clear, concise and concrete)		
RATINGS		
Exceeds Expectations 5	Meets Expectations 3	Below Expectations 1
<i>(at least 5) Behavioural Anchors (Descriptions of Behaviours)</i>		
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

Peer and Self Feedback Assignment

PURPOSE

The overall objective of this assignment is to improve individual member and team effectiveness through developing an understanding of individual preference variances among team members and establishing performance goals to promote the ability for team members to develop teamwork skills.

The specific learning outcomes of the assignment are:

- Develop an awareness of the differences in team role preferences
- Analyze how the differences contribute to and inhibit the work of the team
- Develop the ability to assess the effectiveness of teams and make changes to improve it
- Develop skill in providing developmental feedback to peers in a team setting
- Critically examine how your own behaviour is helping/hindering the team's effectiveness
- Create a procedure to allow the team to assess and recognize each member's contribution toward team goals

INSTRUCTIONS

Part 1–Complete Worksheet 1-Peer Assessment using your BARS:

- Provide one comment outlining one SPECIFIC observed behaviour(s) that support team effectiveness and one SPECIFIC behaviour(s) that hinder team effectiveness. Be clear and concise about the “what, why, when and how” of both feedback elements outlining observed behaviours and the impacts of those behaviours.
- Each team member should rate all of their team members **and themselves**. Use your 5 point BARS scale from your Team Charter (1 = “Not meeting”; 3 = “Meeting” and 5 = “Exceeding.”) You can also use “2” and “4” to extrapolate between the two behaviours. In the comment section provide 1-2 SPECIFIC examples of this person's SPECIFIC behaviour or contribution to the team that supports the rating you have given them.

Part 2 – Complete Worksheet 2- Your Response to Team Mate Feedback:

- Review and reflect upon the feedback you received from your team members.
- Using Worksheet 2, prepare a written response, which summarizes the feedback; identify a behaviour that you will continue to demonstrate and identify a behaviour that you will try to modify or change. Describe specifically how you will attempt to change or modify the behaviour and the support you require from your team to achieve your goal.

Final Paper Submission:

Upload one **and only one** pdf document that includes all the assessments **provided to you**:

- Your self-assessment
- **Your team mates assessment of you** (NOT your assessment of your team mates!!) (Worksheet 1)
- Your response to team mate feedback (Worksheet 2)

All parts above of must be submitted to be marked.

WORKSHEET 1 – Self and Peer Development

Assessment FOR: _____ Team Name: _____

*indicate if this is a self-assessment

	1	2	3	4	5
Criteria 1: Examples of Behaviour:					
Criteria 2: Examples of Behaviour:					
Criteria 3: Examples of Behaviour:					

WORKSHEET 2– Response to Feedback

Last Name: _____ First Name: _____ Team Name: _____

Instructions: Please reflect upon the feedback you have been given by your team members. Then complete this worksheet.

Grading: Your grade for this part of the assignment will be based on whether or not you have completed all sections of this worksheet; the extent to which you have used the feedback to identify specific behaviours of yours that you will continue or that you will attempt to modify or change; and the extent to which you have outlined a realistic plan to attempt to modify or change this behaviour.

1. Summary of Feedback (briefly summarize the feedback you received from your team members)

2. Identify a specific behaviour that you will continue to demonstrate because it is appropriate and/or effective within your team.

3. Identify a specific behaviour that you will try to modify or change because it is inappropriate and/or ineffective within your team. Describe how you are going to try to modify or change this behaviour.

Leader's Forum – Individual Assignment

Overview:

The Leaders' Forum is an opportunity to have face to face conversation with business and community leaders during our lab time, and to apply OB concepts to real-world situations.

Objectives:

The objectives of this assignment are to demonstrate that you can:

- Learn how OB concepts are applied in the workplace
- Analyse stories told by leaders and relate to OB concepts
- Provide a

Topics:

- Motivation and Applied Performance Practices
- Teams and Teamwork
- Leadership
- Conflict Management and Negotiation
- Power and Influence
- Diversity in Organizations
- Decision Making

Deliverables:

Leaders' Forum Assignment – Written Report

This assignment is based on your Leaders Forum interviews. The objective of this written assignment is to relate one or more of the stories you hear at the Leaders Forum to concepts and models covered in this course. You will do this by briefly describing the details of their story, and then clearly linking the details of the story to course concepts. This assignment sets the stage for you to learn from a live case study relying on our guests experiences to foster your learning and understanding of course concepts.

- Briefly describe one story, as told to you, by one of the guests you interview. Do not add details that the guest did not include.
- Analyse their story using the organizational behaviour theories we have covered in class using the following questions to guide your analysis.
 - a) Who did you interview?
 - b) Situation
 - a. Describe a scenario recounted to you by your guest.
 - b. Use STAR as appropriate - Situation, task (role), action, result.
 - c) Application of OB theory:
 - a. Describe the main symptoms (the situations you recount may be problems/ challenges or success stories) and situational variables contributing the complexity
 - b. Identify the underlying problem(s)/issues

- c. Conduct a detailed analysis using theory and models from OB to explain potential reasons resulting in the problem/opportunity.
- d) Recommendation(s)
 - a. Provide three recommendations either as a remedy to an existing situation, or as a “lesson learned” take-away that you will add to your toolkit.

Report Format:

The assignment should be 11-point font, and be double spaced. Title page and references are in addition to that.

Grading

Marks will be based on a clear concise description of the guest’s story using STAR elements. A complete account of symptoms, situational elements, and problems/opportunities that fuelled the story. A thorough analysis using an OB theory of your choice to understand the issue/opportunity and connect the current reality component to overcome/leverage and thus generate your recommendations.

DUE DATE: See course schedule.

JAZTEC Case Study Written Report

Overview:

Your team will propose a recommendation to a “real-world” situation based on your understanding and application of OB concepts and models. See case study at the back of this course package.

Deliverables:

- **DUE DATE:** refer to course schedule

Written Report

This is a team assignment. The objective of this written assignment is to relate the case to concepts and models covered in this course. Your team’s assignment is based on the Jaztec Inc. case. The assignment should be 11-point font, and 1.5 spacing. Title page and references will be in addition to that. Follow the report template below. Use your Organizational Behaviour textbook as reference, no additional research is required.

1. Title page
2. Executive summary (1 page)
 - One page over view of the case, including your recommendation
3. Table of contents
4. Symptoms (1 page)
 - Using the five types of individual behaviours (exhibit 2.2 in textbook), describe the main symptoms and behaviours which indicate there is a problem.
5. Analysis (3 pages)
 - Use three of the theories from the list to explain the cause of the behaviours: MARS, JOHARI Window, Team Effectiveness Model, Path Goal Leadership Theory, and Expectancy Theory.
 - Analysis should include an explanation of the theory before application to the case.
6. Recommendation (2 pages)
 - Provide a specific, practical recommendation to address the problem. Relate this recommendation to each of the theories used in the analysis.
 - Identify the factors that should be considered when implementing your recommendation.

Rubric- Evaluation:

1. You have demonstrated understanding of the issues within the case study by identifying the employees’ symptomatic behaviours.
2. You have clearly demonstrated how the theories apply to the case study by defining and explaining the theories and their connection to the examples of behavior
3. You have provided an appropriate recommendation which is specific to the problem. The recommendation demonstrates effective use of the models.
4. Your recommendation and implementation factors demonstrate practical application in a workplace setting.
5. Your report writing is clear, with good grammar and formatting.

Motivation Story – In Lab Exercise

Write about a time when you were very motivated; i.e. you made a considerable effort to work towards something over a period of time. This could be in a work, sport, volunteer or personal situation. Your story must be typed, minimum 1 page, maximum 2 pages (double spaced, about 200-400 words). You must bring a printed copy to your lab. Include details such as:

- what was the situation and who was involved
- what was the time-frame
- how did your behaviour change as a result of being highly motivated
- what gave you the greatest satisfaction about the situation

In-lab work

Describe how the motivation theory that you've learned in this course helped you understand why the student was motivated. Demonstrate your understanding of the theory by:

- Naming and defining the most relevant motivation theory to the story
- Explaining the theory
- Clearly demonstrating how the theory applies to the story.
- Reflecting on what you now understand about the student's motivation, describe three ideas you and your team could use to motivate this student as a member of your project team. Give specific behavioural applications and explain the link to the theory.

The challenge in this exercise is to be specific and concise at the same time. Focus on completeness, conciseness, correct use of course terminology and concepts, degree of insight and reflection, specificity and detail. Check that you have met each of the following criteria:

You have demonstrated understanding of one motivational concept/theory learned in the course by defining and explaining an appropriate motivation theory.	
You have demonstrated an ability to connect the examples in the story to this theory.	
You have suggested 3 ideas to motivate the person that are consistent and linked with the theory.	

CASE #1 - Hy Dairies

Last Name: _____ First Name _____ Set: _____

This worksheet is designed to help you understand how to apply Johari's Window to resolve problems created by perceptual errors.

Preparation (to be completed before the lab)

- Read Chapter 3
- Read the case – Hy Dairies, page 91
- Complete sections “a” and “b” below

a) **Perceptual Errors** – Identify errors in perception made by Syd Gilman and Rochelle.

<i>Errors made by Syd</i>	<i>Errors made by Rochelle</i>

b) Select one of these errors for each, Syd and Rochelle; name it, define it and provide an example of behaviour that indicates this error.

<i>Name of Perceptual error for Syd:</i>
<i>Definition:</i>
<i>Description of behaviour:</i>

<i>Name of Perceptual error for Rochelle:</i>
<i>Definition:</i>
<i>Description of behaviour:</i>

c) **Johari's Window**

Team A: Draw a "Johari Window" on the white board for Syd. Where possible, label the specific content of the boxes. Use the illustration to explain the causes of the current problem between Syd and Rochelle.

Team B: Draw a "Johari Window" on the white board for Rochelle. Where possible, label the specific content of the boxes. Use the illustration to explain the causes of the current problem between Syd and Rochelle.

Team C: What actions should Rochelle take to resolve the problem? For each action, indicate whether it involves "feedback" or "disclosure". Can you connect these actions to either of the Johari windows on the whiteboard?

Team D: What actions should Syd take to resolve the problem? For each action, indicate whether it involves "feedback" or "disclosure". Can you connect these actions to either of the Johari windows on the whiteboard?

CASE #2 – Rough Seas on The LINK650

Last Name: _____ First Name: _____ Set: _____

This worksheet is designed to help you understand how individual behaviours, personality dimensions and factors in the workplace influence performance levels.

Preparation (to be completed before the lab)

- Read Chapter 2 and Chapter 4
- Read the Case - Rough Seas on the LINK650 – page 122
- Complete sections “a” and “b” below

a) What factors in the MARS model influenced Shaun O’Neill and his co-workers’ initial behaviour and performance on the LINK650?

b) Identify the five types of individual behaviour displayed by employees on the LINK650. What strategies could supervisors on LINK650 have utilized to encourage organizational commitment?

Discussion Questions

- c) Employees on the LINK650 responded to work-related stress in different ways. What elements of the EVLN model were demonstrated? How does personality influence the level of stress an employee might experience?

- d) What factors in the MARS model could be used to improve or rectify the situation?

CASE #3 - YakkaTech Ltd

Last Name: _____ First name _____ Set: _____

This worksheet is designed to help you understand how to apply monetary incentives to motivate specific behaviour.

Preparation to be completed before the lab

- Read *Chapters 5 and 6*
- Read the case – YakkaTech Ltd. – p 183
- Complete sections “a” and “b” below

- a) Give specific examples of behaviour (symptoms) that are of concern to the YakkaTech executives. Which component(s) of the MARS model do your examples point to?

- b) How has YakkaTech used money to address employee motivation? Which of the four reward objectives is YakkaTech using? What is the result of the rewards?

c) Apply the current situation to the five core job characteristics.

d) Recommend a plan for the YakkaTech executives to take to correct the situation. Consider how the compensation could be organized to align the work with the desired behaviours.

CASE #4 – A Window on Life

Last name: _____ First name: _____ Set: _____

This worksheet is designed to help you understand how to apply the best leadership style for a specific situation.

Preparation (to be completed before the lab)

- Read Chapter 12
- Review the Path Goal Leadership model
- Read the case – A Window on Life - Page 359
- Complete sections “a” and “b” below

a) Leadership Style: According to Path-goal theory, what leadership style was used by Gilles LaCroix. Name it and provide evidence to support your choice.

b) Leadership Effectiveness: What evidence is there of effective and/or ineffective leadership?

- c) Leadership Style: Apply Path-goal theory, to identify the root cause of the issues experienced after the change in leadership. Discuss the appropriate employee and environmental contingencies to support your answer.

- d) What other OB Theories could you use to help Gilles LaCroix decide what he should do next?
