

**Commerce 1BA3 - Organizational Behaviour
Winter 2021 Course Outline**

**Human Resources and Management Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

The central objective of this course is to enrich your ability to understand and practice many of the “survival skills” necessary to succeed in modern organizations. The content of this course focuses on individuals and groups as the primary unit of analysis. You will learn (or learn in greater detail), topics such as personality; values; perception; motivation; communication; group dynamics; leadership; power & politics; conflict & stress management, and change management. The emphasis throughout the course is on the strategic management of organizations as well as on your own individual skill development, through the effective understanding and application of theory and related behavioural choices.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Teal McAteer, Professor
mcateer@mcmaster.ca

C01: M, Thr 9:30-10:20pm
Tue 10:30-11:20pm

C02: Tues, Thr, Fri 11:30-12:20pm

<https://mcmaster.zoom.us/j/94122510542>

<https://mcmaster.zoom.us/j/99713099337>

<https://mcmaster.zoom.us/j/95941916260>

Office Hours: M, Thr 4:30-5:30pm

<https://mcmaster.zoom.us/j/97669187519>

Course Website: <http://avenue.mcmaster.ca/>
Teaching Assistants: Contact Info posted on A2L

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
A2L:	Yes	Ethics:	Yes	Numeracy:	No	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	Yes	Guest speaker(s):	Yes

COURSE DESCRIPTION

Teaching Methods

The teaching methods in this course include three virtual weekly Zoom classes, power point slides, and practical skill-building assignments. This multiplicity of methods allows students to:

1. Test their understanding of theories and concepts presented in the readings. More specifically to test their understanding of attitudes and behaviors of individuals and groups in organizations.
2. Use theories/concepts to analyze and develop solutions to actual problems at the individual, group/team and organizational levels.
3. Apply their knowledge directly through application-based activities built within the course. The teaching methods are designed to enhance their self-awareness and capacity for self-improvement; enable them to understand, interact with, and influence others; and equip them to serve in a variety of roles in organizations.

Course Expectations

In this course, much of your time will be spent in Zoom meetings and independent, as well as group exercises and activities. You will discover for yourself the meaning of concepts, the subtleties inherent in everyday business situations, and the rationales for various solutions to managerial problems. To achieve effectiveness, I have three expectations:

1. **Preparation.** You are expected to read assigned material in advance and to be fully prepared for Zoom classes.
2. **Attendance:** I expect you to come to our three weekly Zoom classes. This is where I will be adding significant detail to your basic foundations provided in the PowerPoint slides. Remember that your exam content can come from the text, PowerPoint slides, videos, Harvard Business Review (HBR) articles and Zoom class discussions.
3. **Professional Development Group (PDG) work:** You are expected to work in a Professional Development Group (PDP) of five people to complete three assignments. The requirements for which are described below.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to complete the following key tasks:

- Increase your understanding of the theories and concepts related to individuals, groups, and interpersonal processes within the organizational context.
- Gain a broad intellectual understanding of the central concepts in judgment and decision making.
- Improve your analytical abilities with respect to problem identification, analysis, and the development of alternative solutions.
- Develop a toolkit of useful skills, strategies, and approaches drawn from OB.
- Develop confidence in your ability to make changes within yourself, relationships, teams and organizations.

COURSE MATERIALS AND READINGS

Required Textbook:

Organizational Behaviour: Understanding and Managing Life at Work (11th Edition)
Published by Pearson Education Canada © 2020, by Gary Johns and Alan Saks
(Prentice Hall)

1. When you're ready, join your course at:

<https://console.pearson.com/enrollment/s0oiq8>

2. Sign into your Pearson account or create one.

3. Redeem your access code purchased from the bookstore or purchase instant access online. (Temporary access option for financial aid is also available.)

4. You will be provided with the option at this point to purchase a loose-leaf copy. You can choose to purchase it now or a later time (instructions are located in your REVEL confirmation email).

Go to the link below to watch a close captioned video on how to log in to Revel

<https://youtu.be/pavN9npktBI>

Your best path to resolve technical issues is to contact technical support at this link:

<https://support.pearson.com/getsupport/s/contactsupport>

When you contact them please include the following information:

1. Your username
2. OS (Windows 8)
3. Browser (preferred browser is Chrome)
4. Exactly what you are trying to open.
5. Error message (if any) that appears when you try to open it.

If your query is not resolved in 48 hours please email Marguerite at marguerite.weir@pearsoned.com and let her know your incident #.

Harvard Business Review Articles

A link to two articles from the Harvard Business Review will be posted to Avenue to Learn each week.

COURSE OVERVIEW AND ASSESSMENT

Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Your final grade will be calculated as follows:

EVALUATIONS	WEIGHT	DESCRIPTION
Professional Development Group (PDG) Assignments	30%	3 x 10% each; Students will be working with in groups to complete 3 written assignments, each consisting of 5 questions related to course content. All group members will receive the same grade for each assignment. -Assignment #1: Covers content from weeks 1-4 -Assignment #2: Covers content from weeks 5-9 -Assignment #3: Covers content from weeks 10-13
Midterm Exam	35%	Multiple Choice Questions
Final Exam	35%	Multiple Choice Questions (Non-cumulative)

LEARNING ACTIVITIES	DELIVERY	DESCRIPTION	TOOL(S)
Course Core Content	Asynch	Basic points tied to weekly topics; to be elaborated upon and further explained in Live Lectures	Power Point slides posted weekly in Avenue
Readings/Videos	Asynch	Tied to weekly topics	Readings linked in Avenue, from assigned textbook and HBR articles; YouTube Videos linked in Avenue
Office Hours	Synch	2X 1 hour weekly with instructor	Zoom
Professional Development Group (PDG) Assignment Discussions & Submissions	Synch & Asynch	Synch and Asynch PDG working on own to prepare assignments	It is the responsibility of each PDG to determine how they wish to coordinate
Live Lectures	Synch	3X 50min. live sessions per week; opportunity to elaborate on course core content, present challenges, engage discussion	Zoom

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90-100	C+	67-69
A	85-89	C	63-66
A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52
		F	00-49

COURSE DELIVERABLES**Professional Development Group Assignments (3 X 10% = 30%)**

Students will be assigned to a group of 5 people to complete 3 written assignments, each consisting of 5 questions related to course content. Groups will remain consistent for the entire semester. Each group member is required to place their name beside the question that they complete. Grades will be deducted if students do not write their name beside their respective responses. Assuming each member completes their chosen question, all group members will receive the same grade for each assignment in totality. If one or more group members do not complete their chosen question, they will be given a grade of zero on the assignment. In order for a group to be eligible to receive full marks on the assignments, five completed questions must be submitted.

One self-selected group member is responsible for submitting the assignment on Avenue to Learn. Groups are permitted only one completed submission on Avenue to Learn according to the due dates for three assignments below. Late submissions receive a 10% per day penalty.

- Assignment #1: due Friday, February 12, 11:59 p.m.
- Assignment #2: due Friday, March 19, 11:59 p.m.
- Assignment #3: due Friday, April 9, 11:59 p.m.

All three assignments have restricted eligibility for MSAF. Students who use MSAF for an assignment due to illness, etc. will have a reweighting applied to the remaining two assignments. Reweighting of an assignment cannot be transferred to the exams. If one group member uses the MSAF, the remaining group members will still be responsible for submitting all five assignment questions for eligibility to receive full marks.

Midterm Exam – Saturday, February 27th 7-9pm. (35%)

The midterm exam will be composed of multiple-choice questions. More details will be provided closer to the exam.

Final Exam (35%)

The final exam will be non-cumulative and will be the same format as the midterm exam. More details will be provided as we get closer to the end of the semester.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” and the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term

in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 1BA3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

CERTIFIED HUMAN RESOURCE PROFESSIONAL (CHRP)

This course can be used as one of the course requirements for obtaining the Certified Human Resource Professional (CHRP) designation. CHRP is the professional designation offered by The Human Resources Professionals Association. The courses offered in the DeGroote Commerce program that contribute to CHRP requirements are:

- 1BA3 Organizational Behaviour,
- 2BC3 Human Resource Management and Labour Relations,
- 4BB3 Personnel Selection,
- 4BC3 Collective Bargaining,
- 4BE3 Compensation/Reward Systems,
- 4BI3 Training and Development,
- 4BL3 Occupational Health and Safety,
- 4BM3 Strategic Human Resource Planning,
- 2AA3 Financial Accounting I,
- 2AB3 Managerial Accounting I.

More details are available on the Human Resource Professionals Association website:
<http://www.hrpa.ca>.

COURSE SCHEDULE

**Commerce 1BA3 - Organizational Behaviour
Winter 2021 Course Schedule**

WEEK	WEEK OF	TOPIC	READING & DELIVERABLES
1	Jan.11-15	O.B. Introduction	Read Chapter 1
2	Jan.18-22	Personality, Abilities, Values & Attitudes	Read Chapter 2 p. 50-59 (2.1 & 2.2 in e-text) Read Chapter 4 Read Chapter 5 p.167-168 (5.1 in e-text)
3	Jan.25-29	Perception Motivation	Read Chapter 3 Read Chapter 5
4	Feb. 1-5	Motivation cont.	Read Chapter 2 p.60-75 (2.3 - 2.6 in e-text) Read Chapter 6
5	Feb.8-12	Individual Decision-Making Communication	Read Chapter 11 p. 404-418 (11.1 & 11.2 in e-text) Read Chapter 10 PDG Assignment #1 (10%) Due Friday Feb 12th 11:59pm
6	Feb.15-19	MIDTERM BREAK	ENJOY!
7	Feb.22-26	Group Dynamics & Teamwork Group Decision-Making	Read Chapter 7 Read Chapter 11 p. 419-425 (11.3 & 11.4 in e-text) Mid-term Exam (Sat. Feb. 27, 7-9pm) (Based on Ch. 1,2,3,4,5,6,10,11 p. 404-418/e-text 11.1-11.2) (35%)
8	Mar. 1-5	Culture & Socialization Pre-exam Review	Read Chapter 8
9	Mar.8-12	Leadership	Read Chapter 9
10	Mar.15-19	Power, Politics & Ethics	Read Chapter 12 PDG Assignment #2 (10%) Due Friday Mar. 19th at 11:59pm
11	Mar.22-26	Conflict & Stress	Read Chapter 13
12	Mar.29- Apr.2	Environment, Strategy & Structure	Read Chapter 14
13	Apr.5-9	Organizational Change	Read Chapter 15 PDG Assignment #3 (10%) Due Friday Apr. 9th at 11:59pm
		Final-Exam Review	(Final Exam Based on Ch. 7,8,9,11 p. 419-425/e-text 11.3-11.4, 12,13,14,15) (35%)

Commerce 1BA3 - Organizational Behaviour - Fall 2020 E-Text Reading List

For those students using REVEL and the e-text, the list below indicates the sections you are expected to read each week.

Week of Jan. 11-15 | O.B Introduction | Chapter 1

- Ch. 1 Introduction: Organizational Behaviour and Management
- 1.1: What Are Organizations?
- 1.2: What Is Organizational Behaviour?
- 1.3: Early Prescriptions Concerning Management
- 1.4: What Do Managers Do?
- 1.5: Some Contemporary Management Concerns
- Ch. 1 Summary: Organizational Behaviour and Management

Week of Jan. 18-22 | Personality, Abilities, Values & Attitudes | Chapters 2, 4 & 5

- 2.1: What is Personality?
- 2.2: Advances in Personality and Organizational Behaviour
- Ch. 4 Introduction: Values, Attitudes, and Work Behaviour
- 4.1: What Are Values?
- 4.2: What Are Attitudes?
- 4.3: What Is Job Satisfaction?
- 4.4: Consequences of Job Satisfaction
- 4.5: What Is Organizational Commitment?
- Ch. 4 Summary: Values, Attitudes, and Work Behaviour
- 5.1: What Is Motivation?
 - Read “General Cognitive Ability” and “Emotional Intelligence” sections only

Week of Jan. 25-29 | Perception | Motivation | Chapters 3 & 5

- Ch. 3 Introduction: Perception, Attribution, and Diversity
- 3.1: What Is Perception?
- 3.2 Basic Biases in Person Perception
- 3.3: Attribution: Perceiving Causes and Motives
- 3.4: Person Perception and Workforce Diversity
- 3.5: Perceptions of Trust
- 3.6: Person Perception in Human Resources Management
- Ch. 3 Summary: Perception, Attribution, and Diversity
- Ch. 5 Introduction: Theories of Work Motivation
- 5.1: What Is Motivation?
- 5.2: Need Theories of Work Motivation
- 5.3: Process Theories of Work Motivation
- 5.4: Do Motivation Theories Translate Across Cultures?
- 5.5: Putting It All Together: Integrating Theories of Work Motivation
- Ch. 5 Summary: Theories of Work Motivation

Week of Feb. 1-5 | Motivation Cont. | Chapters 2 & 6

- 2.3: What Is Learning?
- 2.4: Operant Learning Theory
- 2.5: Social Cognitive Theory
- 2.6: Organizational Learning Practices
- Ch. 6 Introduction: Motivation in Practice
- 6.1: Linking Pay to Performance on Production Jobs
- 6.2: Linking Pay to Performance on White-Collar Jobs
- 6.3: Using Pay to Motivate Teamwork
- 6.4: Job Design as a Motivator
- 6.5: Management by Objectives
- 6.6: Flexible Work Arrangements as Motivators for a Diverse Workforce
- 6.7: Motivational Practices in Perspective
- Ch. 6 Summary: Motivation in Practice

Week of Feb. 8-12 | Individual Decision Making | Communication | Chapters 11 & 10

- 11.1: What Is Decision Making?
- 11.2: The Complete Decision Maker – A Rational Decision-Making Model
- Ch. 10 Introduction: Communication
- 10.1: Basics of Organizational Communication
- 10.2: The Verbal and Non-Verbal Language of Work
- 10.3: Gender Differences in Communication
- 10.4: Cross-Cultural Communication
- 10.5: Computer Mediated Communication and Social Media
- 10.6: Personal and Organizational Approaches to Improving Communication
- Ch. 10 Summary: Personal and Organizational Approaches to Improving Communication

Week of Feb. 22-26 | Group Dynamics & Decision Making | Chapters 7 & 11

- Ch. 7 Introduction: Groups and Teamwork
- 7.1: What Is a Group?
- 7.2: Group Structure and Its Consequences
- 7.3: Group Cohesiveness
- 7.4: Social Loafing
- 7.5: What Is a Team?
- 7.6: Virtual Teams
- Ch. 7 Summary: Groups and Teamwork
- 11.3: Group Decision Making
- 11.4: Contemporary Approaches to Improving Decision Making

Week of Mar. 1-5 | Culture & Socialization | Chapter 8

- Ch. 8 Introduction: Social Influence, Socialization, and Organizational Culture
- 8.1: Social Influence in Organizations
- 8.2: Organizational Socialization
- 8.3: Unrealistic Expectations and the Psychological Contract

- 8.4: Methods of Organizational Socialization
- 8.5: Organizational Culture
- Ch. 8 Summary: Social Influence, Socialization, and Organizational Culture

Week of Mar. 8-12 | Leadership | Chapter 9

- Ch. 9 Introduction: Leadership
- 9.1: What is Leadership?
- 9.2: The Behaviour of Leaders
- 9.3: Situational Theories of Leadership
- 9.4: Participants: Participative Leadership
- 9.5: Leader-Member Exchange (LMX) and Transactional and Transformational Leadership Theory
- 9.6: New and Emerging Theories of Positive Leadership
- 9.7: Gender and Leadership
- 9.8: Culture and Leadership
- 9.9: Global Leadership
- Ch. 9 Summary: Leadership

Week of Mar. 15-19 | Power, Politics & Ethics | Chapter 12

- Ch. 9 Introduction: Power, Politics, and Ethics
- 12.1: What Is Power?
- 12.2: How Do People Obtain Power?
- 12.3: Empowerment and Influence Tactics
- 12.4: Controlling Strategic Contingencies – How Subunits Obtain Power
- 12.5: Organizational Politics – Using and Abusing Power
- 12.6: Ethics in Organizations
- Ch. 12 Summary: Power, Politics, and Ethic

Week of Mar. 22-26 | Conflict & Stress | Chapter 13

- Ch. 13 Introduction: Conflict and Stress
- 13.1: What Is Conflict?
- 13.2: Modes of Managing Conflict
- 13.3: Managing Conflict with Negotiation
- 13.4: A Model of Stress in Organizations
- 13.5: Stressors in Organizational Life
- 13.6: Reactions to Organizational Stress
- Ch. 13 Summary: Conflict and Stress

Week of Mar. 29-Apr. 2 | Environment, Strategy & Structure | Chapter 14

- Ch. 14 Introduction: Environment, Strategy, and Structure
- 14.1: The External Environment of Organizations
- 14.2: What is Organizational Structure?
- 14.3: Traditional Structural Characteristics
- 14.4: Contemporary Organic Structures

Week of Apr. 5-9| Organizational Change | Chapter 15

- Ch. 15 Introduction: Organizational Change, Development, and Innovation
- 15.1: The Concept of Organizational Change
- 15.2: Issues in the Change Process
- 15.3: Organizational Development: Planned Organizational Change
- 15.4: The Innovation Process
- Ch. 15 Summary: Organizational Change, Development, and Innovation

Commerce 1BA3 - Organizational Behaviour - Winter 2021

ABOUT YOUR INSTRUCTOR

Dr. Teal McAteer is a business consultant who specializes in the areas of management, leadership, strategic human resource management, motivation, career planning and development, change, stress and time management, as well as health and wellness. She counsels on an individual basis and consults to a variety of organizations. As a Professor at the DeGroote School of Business at McMaster University in Hamilton, Ontario, Dr. McAteer teaches undergraduate (B.Com.), graduate (MBA), and executive (EMBA) level courses in organizational behaviour, human resource management, leadership, organizational & individual level change, and business ethics. Dr. McAteer has taught within the Director's College, a joint program of McMaster University and the Conference Board of Canada.

Dr. McAteer received her Bachelor of Commerce from Queen's University in Ontario, Canada, and a Masters in Industrial Relations and Ph.D. in Business from the University of Toronto in Ontario, Canada. Her work experience includes human resource management functions with Shell Canada Limited and Domtar Incorporated, employee benefits consulting with Johnson & Higgins Willis Faber Limited, and relocation counselling with Peat Marwick Thorne. Currently, Dr. McAteer maintains her own consulting practice offering a wide variety of services in the HRM field with a particular focus on Leadership Coaching. Dr. McAteer helps her clients articulate their goals for change in their personal and professional lives, establish specific action steps with time lines, anticipate barriers to change, initiate measures to ensure accountability for actions, and embed progress measures to reach change success.

Given her continued research interests in transformative learning experiences, the relationship between stress and health, the importance of maintaining strong self-efficacy, the power of productive/healthy versus unproductive/unhealthy thinking styles, and stress management strategies - Dr. McAteer is familiar with both the theory and practice of creating a healthy and motivated company team.

Dr. McAteer comes to you as a true practicing professional. Her experience and approach to simplifying training concepts generates a productive learning environment.