Commerce 1BA3 - Organizational Behaviour
Fall 2026 Course Outline

Human Resources and Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE & DESCRIPTION

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 CONTACT INFORMATION & COURSE MEETING DETAILS

Dr. Teal McAteer, Professor
mcateer@mcmaster.ca

C01: M, Wed, Thr, 10:30-11:20am
C02: T, Wed, Fri, 9:30-10:20am
C03: M, Thr 3:30-4:20pm; Tues 4:30-5:20pm
C04: T, Thr, Fri 8:30-9:20am
C05: M, Wed,8:30-9:20am; Fri 10:30-11:20AM
C06: M. Thr, 9:30-10:20am; Tues 10:30-11:20am

See Mosaic & Avenue to Learn

Office Hours: Tuesday and Thursday, 1:30-2:30pm — DSB 402

Optional Office Hours: By appointment — Contact Dr. McAteer at above e-mail

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:	TBD

COURSE INFORMATION

Teaching Methods

The teaching methods in this course include three weekly classes, PowerPoint 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 group interaction. This enables you to share ideas and to improve communication skills. Through interaction, 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 effective interaction, I have three expectations:

1. **Attendance.** Because interaction is central, and also because your fellow group members will be relying on you for ideas, I expect you to attend every class. Valid reasons for absence include serious illness and family emergencies. Studying for exams and completing assignments are not valid reasons to miss class.
1. **Preparation.** You are expected to read assigned material in advance and to be fully prepared for class discussion. You may be called upon to begin the class and to contribute to discussion at any time. Unsupported opinion will not substitute for informed discussion. Adequate preparation is the only way to avoid embarrassment.
2. **Group work.** Groups will be created in the second week of classes. The group should address group problems or conflict in a timely fashion. Your TA will be available to assist groups who experience problems.

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.

IMPORTANT LINKS

- Mosaic
- Avenue to Learn
- Student Accessibility Services - Accommodations
- McMaster University Library

COURSE MATERIALS AND READINGS

Required Textbook:
Organizational Behaviour: Understanding and Managing Life at Work (13th Edition)
Published by Pearson Education Canada © 2025, by Gary Johns and Alan Saks

Course Materials will be available through the Campus Store Immediate Access program, providing access to the e-text through Avenue to Learn. Ensure you access your materials through the provided link and create an account before **Friday, September 18th**, to maintain uninterrupted access to your essential course resources. The cost of the e-text through the Immediate Access program is **$59.95**

If you choose to forgo access to these resources, you may opt out of the program by **Friday, September 18th**, by accessing your Immediate Access options through your personalized booklist (click View My Booklist) on the Campus Store website. If you don't opt out, your student account will be charged for the materials. .

The Campus Store will send you information and reminders about the deadline to make changes to your IA options to your McMaster email. For all questions and concerns with respect to your bookstore purchase, please contact immediateaccess@mcmaster.ca

COURSE EVALUATION & FORMAT

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
In-class Group Assignments	30%	3 x 10% each; Students will be working within 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	DESCRIPTION	TOOL(S)
Live Lectures	3X 50min. live sessions per week; opportunity to elaborate on course core content, present challenges, engage discussion	PowerPoint slides posted weekly in Avenue
Readings/Videos	Tied to weekly topics	HBR articles & YouTube Videos will be referenced in class to support and illustrate concepts
Office Hours	2X 1 hour weekly with instructor	
In-class Group Assignments	3 X 10% each	Assignment questions on each of three assignments are designed to allow students to apply critical course concepts to practical business situations.

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

In-Class Group Assignments (30%)

The closed book in-class group assignments will occur during normally scheduled class time. You will be responsible for organizing your own group of five members; this established group of students will remain the same for all three assignments. Names of group members will need to be submitted by the end of the second week of classes. Specific dates for submission of group members' names as well as actual assignment dates are identified in the course outline. On the day of each in-class assignment, groups will be given five questions each worth 10 marks, usually drawn from the textbook and in-class discussions. Groups will be given 50 minutes to respond to the assigned questions in writing within a specific pink booklet. There will be 3 assignments each worth 10%. The group grade on each assignment will be shared equally by the group members.

Midterm Exam – Thursday, October 29th *(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. 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.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

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

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

GENERATIVE AI

USE PROHIBITED
Students are not permitted to use generative AI in this course. In alignment with McMaster academic integrity policy, it "shall be an offence knowingly to … submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also stated in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

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*, 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.

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.

* Non-Commerce students must follow the Missed Course Work protocols outlined by their home faculty and Program Office.

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.

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

WEEK	WEEK OF	TOPIC	READING & DELIVERABLES
1	Sept. 8-11	O.B. Introduction	Read Chapter 1
2	Sept.14-18	Personality, Abilities, Values & Attitudes	Read Chapter 2 p. 49-58 (2.1 - 2.3 in e-text) Read Chapter 4 Read Chapter 5 p.182-184 (5.2 in e-text)
3	Sept.21-25	Perception Intro to Motivation	Read Chapter 3 Read Chapter 5
4	Sept. 28-Oct.2	Motivation continued	Read Chapter 2 p.59-76 (2.4 - 2.8 in e-text) Read Chapter 6 **Practice Group Assignment**
5	Oct.5-9	Individual Decision-Making Communication	Read Chapter 11 p. 435-449 (11.1 - 11.5 in e-text) Read Chapter 10 **In-class Group Assignment #1** **(Based on Ch. 1,2,3,4,5,6) (10%)**
6	Oct.12-16	MID-TERM RECESS	ENJOY!
7	Oct.19-23	Group Dynamics & Teamwork Group Decision-Making	Read Chapter 7 Read Chapter 11 p. 450-458 (11.6 & 11.7 in e-text)
8	Oct.26-30	Culture & Socialization Pre-exam Review	Read Chapter 8 **Mid-term Exam (Oct. 29, 7:30-9:30pm)** **(Based on Ch. 1,2,3,4,5,6,10,11 p. 435-449/e-text 11.1-11.5) (35%)**
9	Nov.2-6	Leadership Power, Politics & Ethics	Read Chapter 9 Read Chapter 12
10	Nov.9-13	Conflict & Stress	Read Chapter 13 **In-class Group Assignment #2** **(Based on Ch. 7,8,9,10,11) (10%)**
11	Nov.16-20	Environment, Strategy & Structure	Read Chapter 14
12	Nov.23-27&30	Organizational Change End of Term TA Tutorials	Read Chapter 15
13	Dec 1 Dec 2		**In-class Group Assignment #3 (C03,04,06)** **In-class Group Assignment #3 (C01,02,05)** **(Based on Ch. 12,13,14,15) (10%)**
	Dec 4 (C02,C04,C05) Dec 7 (C01,C03,C06)	Course Wrap-up & Final Exam Review	**Final Exam (Date TBD by Registrar)** **(Based on Ch. 7,8,9,11 p. 450-458/e-text 11.6-11.7, 12,13,14,15) (35%)**

Commerce 1BA3 - Organizational Behaviour - Fall 2026
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 Sept. 8-11 | 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: Goals of Organizational Behaviour
- 1.4: Early Prescriptions Concerning Management
- 1.5: Contemporary Management – The Contingency Approach
- 1.6: What Do Managers Do?
- 1.7: Some Contemporary Management Concerns
- Ch. 1 Summary: Organizational Behaviour and Management

Week of Sept. 14-18 | Personality, Abilities, Values & Attitudes | Chapters 2, 4 & 5

- 2.1: What is Personality?
- 2.2: Personality Variables in Organizational Behaviour
- 2.3: Advances in Personality and Organizational Behaviour
- Ch. 2 Summary: Personality
- 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
- 5.2: Motivation and Performance
    - Read “General Cognitive Ability” and “Emotional Intelligence” sections only.

Week of Sept. 21-25 | Perception | Motivation | Chapters 3 & 5

- Ch. 3 Introduction: Perception, Attribution, and Diversity
- 3.1: What Is Perception?
- 3.2: Social Identity Theory
- 3.3: Basic Biases in Person Perception
- 3.4: Attribution: Perceiving Causes and Motives
- 3.5: Person Perception and Workforce Diversity
- 3.6: Perceptions and Organizational Behaviour
- 3.7: 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?

- 5.3: Need Theories of Work Motivation
- 5.4: Process Theories of Work Motivation
- 5.5: Do Motivation Theories Translate Across Cultures?
- 5.6: Putting It All Together: Integrating Theories of Work Motivation
- Ch. 5 Summary: Theories of Work Motivation

Week of Sept. 28- Oct 2 | Motivation Cont. | Chapters 2 & 6

- 2.4: What Is Learning?
- 2.5: Operant Learning Theory
- 2.6: Reducing the Probability of Behaviour
- 2.7: Social Cognitive Theory
- 2.8: Organizational Learning Practices
- Ch. 2 Summary: Learning
- Ch. 6 Introduction: Motivation in Practice
- 6.1: Money as a Motivator
- 6.2: Linking Pay to Performance on Production Jobs
- 6.3: Linking Pay to Performance on White-Collar Jobs
- 6.4: Using Pay to Motivate Teamwork
- 6.5: Job Design as a Motivator
- 6.6: Management by Objectives
- 6.7: Flexible Work Arrangements as Motivators for a Diverse Workforce
- 6.8: Motivational Practices in Perspective
- Ch. 6 Summary: Motivation in Practice

Week of Oct. 5-9 | Individual Decision Making | Communication | Chapters 11 & 10

- 11.1: What Is Decision Making?
- 11.2-11.5: The Compleat Decision Maker – A Rational Decision-Making Model
- Ch. 11 Summary: Individual Decision-Making
- Ch. 10 Introduction: Communication
- 10.1: Basics of Organizational Communication
- 10.2: Voice, Silence, and the Mum Effect
- 10.3: The Grapevine
- 10.4: The Verbal Language of Work
- 10.5: Gender Differences in Communication
- 10.6: Cross-Cultural Communication
- 10.7: Computer Mediated Communication and Social Media
- 10.8: Personal Approaches to Improving Communication
- Ch. 10 Summary: Communication

Week of Oct. 19-23 | 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: Designing Effective Work Teams
- 7.6: Self-Managed Work Teams
- 7.7: Cross-Functional Work Teams
- 7.8: Virtual Teams
- Ch. 7 Summary: Groups and Teamwork
- 11.6: Group Decision Making
- 11.7: Contemporary Approaches to Improving Decision Making
- Ch. 11 Summary: Group Decision-Making

Week of Oct. 26-30 | 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
- 8.6: Contributors to the Culture
- 8.7: Diagnosing a Culture
- Ch. 8 Summary: Social Influence, Socialization, and Organizational Culture

Week of Nov. 2-6 | Leadership | Chapter 9

- Ch. 9 Introduction: Leadership
- 9.1: What is Leadership?
- 9.2: Are Leaders Born or Made? The Trait Theory of Leadership
- 9.3: The Behaviour of Leaders
- 9.4: Situational Theories of Leadership
- 9.5: Participative Leadership: Involving Employees in Decisions
- 9.6: Exchange Relationship-Based Theories of Leadership
- 9.7: Theories of Positive Leadership
- 9.8: Gender and Leadership
- 9.9: Culture and Leadership
- 9.10: Global Leadership
- Ch. 9 Summary: Leadership

Week of Nov. 2-6 | Power, Politics & Ethics | Chapter 12

- Ch. 12 Introduction: Power, Politics, and Ethics
- 12.1: What Is Power?
- 12.2: How Do People Obtain Power?
- 12.3: Empowerment—Putting Power Where It Is Needed
- 12.4: Who wants Power?
- 12.5: Controlling Strategic Contingencies—How Subunits Obtain Power
- 12.6: Organizational Politics – Using and Abusing Power
- 12.7: Ethics in Organizations
- 12.8: Sexual Harassment – When Power and Ethics Collide
- Ch. 12 Summary: Power, Politics, and Ethics

Week of Nov. 9-13 | Conflict & Stress | Chapter 13

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

Week of Nov. 16-20 | Environment, Strategy, & Structure | Chapter 14

- Ch. 14 Introduction: Environment, Strategy, and Structure
- 14.1: The External Environment of Organizations
- 14.2: Strategic Responses to Uncertainty and Resource Dependence
- 14.3: What is Organizational Structure?
- 14.4: Departmentation
- 14.5 Basic Methods of Coordinating Divided Labour
- 14.6: Traditional Structural Characteristics
- 14.7: Contemporary Organic Structures
- 14.8: Other Forms of Strategic Response
- Ch. 14 Summary: Environment, Strategy, & Structure

Week of Nov. 23-27 | Organizational Change | Chapter 15

- Ch. 15 Introduction: Organizational Change, Development, and Innovation
- 15.1: The Concept of Organizational Change
- 15.2: The Learning Organization
- 15.3: Issues in the Change Process
- 15.4: Organizational Development: Planned Organizational Change
- 15.5: Some Specific Organizational Development Strategies
- 15.6: Does Organizational Development Work?
- 15.7: The Innovation Process
- 15.8: Diffusing Innovative Ideas
- Ch. 15 Summary: Organizational Change, Development, and Innovation

Commerce 1BA3 - Organizational Behaviour - Fall 2026

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, leadership, organizational and individual level change. Dr. McAteer is a Leadership Coach within McMaster's Director's College (C.Dir) program.

Dr. McAteer received her Bachelor of Commerce from Queen's University in Ontario, Canada, and a Master's 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 timelines, 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.