Organizational Behaviour

OBHR 601 L01 | MBA Block Week | Fall 2026

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Public course overview adapted from the Fall 2026 course outline. This overview introduces the course to website visitors; the approved course outline governs enrolled students.

Offering context: This overview reflects the Fall 2026 MBA Block Week offering, delivered intensively from Monday to Friday. Its sequence and pace describe that offering, not a regular-semester schedule.

Course Description

Skilled managers (and leaders) understand that working effectively with people is an essential skill to develop. A successful career is contingent on developing more than just technical skills. Further, truly great organizations do not happen by accident; they are established and fostered by individuals with an extensive understanding of organizational processes and interpersonal relationships. OBHR 601 is an introductory course to the discipline of Organizational Behaviour. This course intends to explore and understand key OB concepts (personality, motivation, teams, leadership, power and influence) to increase your effectiveness within an organization, and ultimately the effectiveness of the organization itself.

Course Objectives

By the end of the course, students will be able to demonstrate their mastery of the course content through the following course outcomes:

1. Apply the theoretical understanding of the nature of individual and group behaviour within organizations, such that you possess a mastery of this knowledge.
2. Analyse attitudes and behaviours to draw conclusions and develop inferences about important workplace outcomes.
3. Identify motives and discriminate between different behavioural and attitudinal mechanisms that affect members of organizations.
4. Critically evaluate information to make effective decisions.
5. Develop and manage work teams through communication and adaptation of interpersonal skills.
6. Assess and communicate scientific information regarding organizational behaviour.

Learning and Assessment

The course combines face-to-face discussion, article readings, case studies, business simulations and self-assessments. Cases and simulations connect organizational behaviour concepts to real business situations. There is no textbook.

Reading quizzes

50% · Individual closed book quizzes. The quizzes cover assigned readings and lecture materials. Their purpose is both to encourage completion of the readings and to give the class a head start on discussion and case work.

What is the evidence

30% · Group evidence brief

The goal of this assignment is to evaluate what scientific evidence tells us about the effectiveness of a popular management practice. In teams of five, you will develop a concise, evidence-based brief for a managerial audience. Your task will be to identify the most relevant scientific evidence, assess what that evidence does and does not support, and draw a clear and appropriately qualified conclusion about the practice. Rather than simply summarizing the literature, you will be expected to make choices about which evidence matters most, consider important limitations or competing evidence, and translate your findings into a critical conclusion.

Take home case analysis

20% · Diagnostic reasoning

The purpose of the take-home case analysis is to assess your ability to diagnose workplace behaviour using concepts from the course. You will be asked to critically evaluate an existing analysis of an organizational situation, identify plausible alternative explanations, and consider what additional information would help distinguish among them. The emphasis will be on the quality of your diagnosis and reasoning rather than simply identifying or applying course concepts.

Generative AI

Ethical use of generative AI is permitted within the guidelines for each assessment. Its use must be transparent and cited. AI should support students' own thinking, not replace individual work; students remain responsible for checking the accuracy of generated statements and for understanding bias, privacy and security risks.

Students must not upload other people's work to AI tools without their explicit consent, including for peer feedback. The instructor will not upload student work without explicit consent. Use outside assessment guidelines or without citation constitutes academic misconduct.

Weekly Schedule and Readings

Day and topics	Activities and guiding questions	Preparation and readings
Monday Introduction to OB; case learning; evidence based management	What is organizational behaviour, and why should you care? Introduction to cases; case discussion; library workshop.	Course overview; Learning with cases – a practical guide. Case: Windermere Manor: Sustainability and Change. Mintzberg, H. (2009, August 17). What managers really do. *The Wall Street Journal*. Pfeffer, J., & Sutton, R. I. (2006, January). Evidence-based management. *Harvard Business Review, 84*(1), 62–74.
Tuesday Personality ability and emotions; motivation work attitudes and behaviours	Personality assessment and lecture; case discussion. What gets you up and out of bed Monday morning? Why is money not always the right answer?	Self-assessments: My HEXACO Personality Profile; Emotional intelligence. Case: Microsoft: Talent Attraction and Retention for the Metaverse. Moore, D. A. (2017). How to improve the accuracy and reduce the cost of personnel selection. *California Management Review, 60*(1), 8–17. Harrell, E. (2017, March–April). A brief history of personality tests. *Harvard Business Review, 95*(2), 63. Wrzesniewski, A., Berg, J. M., & Dutton, J. E. (2010, June). Turn the job you have into the job you want. *Harvard Business Review, 88*(6), 114–117. Harvard Business Review. (2016, September). Why people quit their jobs. *Harvard Business Review, 94*(9).
Wednesday Values and ethics at work	Case discussions and ethical dilemmas.	Self-assessments: My Work Values; Moral Foundations. Watch: Ethical Systems video. Epley, N., & Kumar, A. (2019, May–June). How to design an ethical organization. *Harvard Business Review, 97*(3), 144–150. Morse, G. (2016, July–August). Designing a bias-free organization. *Harvard Business Review, 94*(7/8), 62–67.
Thursday Perception biases and decision making; working in teams	Decision-making case. Why do smart people make stupid mistakes? Mount Everest team simulation and debrief.	Kahneman, D., Rosenfield, A. M., Gandhi, L., & Blaser, T. (2016, October). Noise: How to overcome the high, hidden cost of inconsistent decision making. *Harvard Business Review, 94*(10), 38–46. Larson, E. (2016, March 7). A checklist for making faster, better decisions. *Harvard Business Review*. Haas, M., & Mortensen, M. (2016, June). The secrets of great teamwork. *Harvard Business Review, 94*(6), 70–76.
Friday Conflict and negotiation; influence and political behaviour	Case study and lecture; influence lecture; concluding thoughts and wrap-up.	Self-assessment: Conflict Management Styles. McRae, B. (2005, May–June). The seven strategies of master negotiators. *Ivey Business Journal, 69*(5), 1–8. Cialdini, R. B. (2001, October). Harnessing the science of persuasion. *Harvard Business Review, 79*(9), 72–79. Keltner, D. (2016, October). Don’t let power corrupt you. *Harvard Business Review, 94*(10), 112–115.