



**BUSADMIN B610**  
**Organizational Behavior: Understanding people at work**  
**Fall 2026 Course Outline**

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

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***COURSE OBJECTIVE***

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This course provides MBA students an understanding of the fundamental issues of organizational behavior (OB) – the study of individual behavior in organizations. Drawing on theory and research in psychology, social psychology, and organizational behavior, we shall explore individual, interpersonal, and group processes in work settings. The course provides students with innovative ways to address issues of how and why people think, feel, and act as they do within organizations.

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***INSTRUCTOR AND CONTACT INFORMATION***

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Section 1: Tuesdays 8:30-11:20  
Section 2: Tuesdays 14:30-17:20  
RJC 236

**Dr. Viva Nsair**

Assistant Professor

[nsairi@mcmaster.ca](mailto:nsairi@mcmaster.ca)

Office: RJC 218

Office Hours: Tuesdays, 1:00-2:00 pm or  
upon request

**TA TBD**

**Course website:** A2L

**Course prerequisites:** None

**Course antirequisites:** None

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### ***COURSE ELEMENTS***

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|                 |     |               |     |             |     |                   |     |
|-----------------|-----|---------------|-----|-------------|-----|-------------------|-----|
| Credit Value:   | 3   | Leadership:   | Yes | IT skills:  | No  | Global view:      | Yes |
| Avenue:         | 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: | No  | Guest speaker(s): | Yes |

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### ***COURSE DESCRIPTION***

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This course takes a hands-on, application-driven approach to organizational behaviour, moving students from theoretical understanding toward practical competence. Rather than examining concepts in the abstract, students spend the term applying them to authentic organizational problems. Through team case analyses, a term-long strategic analysis of a Fortune 500 company, and a skip-level interview with a practicing manager, students learn to diagnose complex situations, distinguish significant issues from peripheral ones, and develop recommendations they can substantiate and defend.

Because organizational challenges are rarely solved alone, much of this work is conducted in teams, where students develop the capacity to contribute equitably, hold themselves and their peers accountable, and integrate individual effort into a coherent shared product. Students also refine their ability to communicate analyses persuasively and to defend their reasoning under rigorous questioning in a professional setting. Throughout the term, the course treats artificial intelligence as a thinking partner, dedicating class time to using these tools effectively and evaluating their output critically. By the end of the course, students will be equipped to approach an organizational problem with clarity, analyze it with the appropriate tools, and propose solutions they can confidently advance.

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### ***LEARNING OUTCOMES***

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

- Explain the foundational theories and concepts of organizational behavior drawn from psychology, social psychology, and OB, and describe how individual, interpersonal, and group processes operate in work settings. (Midterm, Participation)
- Diagnose organizational situations by distinguishing major from minor issues, identifying key players, and uncovering the individual and group-level root causes behind how and why people think, feel, and act as they do. (Case Analysis, Strategic OB Analysis)



- Apply established analytical frameworks with relevant OB theory, to structure a rigorous, evidence-based analysis of a real organization. (Case Analysis, Strategic OB Analysis)
- Evaluate competing courses of action by weighing trade-offs, then justify a recommended solution using academic research and organizational best practice. (Strategic OB Analysis)
- Design a practical implementation plan that specifies sequential steps, timelines, costs, responsible parties, anticipated obstacles, and success metrics. (Strategic OB Analysis)
- Connect OB concepts to lived managerial reality by analyzing a practicing manager's situation and relating it back to course theory. (Skip-Level Report)
- Collaborate effectively in teams by contributing equitably, holding themselves and peers accountable, and integrating individual work into a cohesive shared product. (Case Analysis, Strategic OB Analysis, GRIT)
- Communicate analyses and recommendations persuasively, in writing and in live presentation, and defend them under questioning in a professional, boardroom-appropriate manner. (Both presentations, Participation)
- Use AI tools to support their own learning and analysis, developing the judgment to direct these tools effectively and critically evaluate the quality of what they produce.

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### ***REQUIRED COURSE MATERIALS AND READINGS***

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Avenue registration for course content, readings and case materials

➤ <http://avenue.mcmaster.ca>

Harvard Business Publishing cases listed below and found in Coursepack

- Why Is the Universe Against Me?
- Onboarded and Included
- Wincorp: Navigating the Hybrid Workplace
- Storm King Mountain
- Beth Stewart: Navigating the Boardroom
- JPMorgan Chase: Tapping an Overlooked Talent Pool

- Breaking the Ice: Tracing Conflict within the 2024-2025 Vancouver Canucks National Hockey League Team
- Return to Office at Brex
- Parker Hannifin: Leveraging Purposeful High Performance Teams
- 3M Canada: Managing Change, Disruption, and COVID-19
- Carlos Ghosn: The Rise and Fall of an Automobile Legend
- Should I Stay or Should I Go? Assessing Risk in Carlos Ghosn's International Escape
- The Commonwealth of Pennsylvania, AI, and Employees

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## EVALUATION

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### Components and Weights

|                                   |            |             |
|-----------------------------------|------------|-------------|
| <b>Midterm Exam</b>               | Individual | 30%         |
| <b>Case Analysis</b>              | Team       | 20%         |
| <b>Skip-Level Report</b>          | Individual | 10%         |
| <b>GRIT Assignment</b>            | Team       | 5%          |
| <b>Strategic F500 OB Analysis</b> | Team       | 25%         |
| <b>Participation</b>              | Individual | 10%         |
| <b>Total</b>                      |            | <b>100%</b> |

### 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 | POINTS |
|--------------|---------|--------|
| <b>A+</b>    | 90-100  | 12     |

|    |       |    |
|----|-------|----|
| A  | 85-89 | 11 |
| A- | 80-84 | 10 |
| B+ | 77-79 | 9  |
| B  | 73-76 | 8  |
| B- | 70-72 | 7  |
| F  | 00-69 | 0  |

### Course Deliverables

#### **Midterm Exam (30%)**

The midterm is a 50-question multiple choice, closed-book exam administered in class on October 6, covering material from the first four sessions. Before we can apply OB concepts to complex organizational situations, we need to make sure we have a solid shared foundation to work from. This exam is your opportunity to demonstrate that you understand the core theories, frameworks, and vocabulary of organizational behavior that we have built together so far.

The questions will test your recall and recognition of key concepts, so I strongly recommend keeping up with the readings and reviewing your notes regularly. Think of this less as a high-stakes test and more as a checkpoint — a chance to confirm that the foundation is solid before we start building on top of it in the second half of the course.

Any conflicts must be discussed with me at least two weeks prior to the scheduled exam date.

#### **Case Analysis (20%) – due by 11:59pm on Monday before Case Assignment see pg. 18**

This assignment is a case study analysis presentation designed to move you from passive learning to active diagnosis. As a team, you will have 45 minutes to step into the role of organizational consultants tasked with dissecting a complex business scenario. Your goal is to present one case, identify the symptoms of a problem, and find the underlying organizational and individual causes, and then make a compelling case for what should be done about it.

On the second day of class, each team will submit their top three case preferences. I will do my best to honor those preferences, and case assignments will be confirmed by the end of the week of classes. Each team will present on one case on the day it is assigned (see pg. 18-20). Note that all students need to read every case assigned in preparation for a team case analysis presentation.

#### **What Your Presentation Must Include:**

1. **Executive Summary:** A concise overview of the case that sets the stage for the class.



2. **Stakeholder & Issue Mapping:** Identify the key players and distinguish between the major strategic issues and the minor noise in the case.
3. **Root-Cause Analysis:** Provide evidence-based analysis of why these behaviors are occurring. Are these individual clashes, or are they driven by systemic organizational structures?
4. **Framework Application:** You must use an established analytical framework to structure your thinking — SWOT etc. or another framework we have discussed in class.
5. **Evidence-Based Solutions:** Propose specific, actionable solutions that are directly linked to your analysis and supported by OB theory.
6. **AI Integration:** Your team will select one of the following AI components to incorporate into your presentation:
  - **The AI Audit:** Run your final recommendations through an AI tool and ask it to identify weaknesses in your argument. Present the critique and explain how your team responded to it.
  - **The Stakeholder Simulator:** Use AI to roleplay a resistant stakeholder — a skeptical board member, a frontline employee, a union rep. Present the AI's pushback live and walk us through how you would handle it.
  - **The Alternative Universe Slide:** Ask AI to propose a completely different solution to the same problem. Present it alongside your own and explain why you rejected it.
  - **The Consensus Check:** Pose your core diagnostic question to an AI tool and show us the response. Where did your team go further? Where, if anywhere, did the AI actually do better?

#### *The AI Walkthrough:*

As part of your presentation, your team will walk the class through your AI process. You need to cover three things: what tool you used, the interaction, how it strengthened your analysis, and one thing you had to correct, push back on, or override. This is important because it shows me and the audience that you are in the driver's seat and you are using AI to augment and strengthen your analysis. All AI interactions must be submitted with your presentation materials.

#### *Presentation & Discussion Leadership:*

This is your chance to own the room. I want to see your team bring energy, confidence, and a clear point of view to the front of the class. Every team member must have a speaking role, and you should be prepared to engage in discussion with the class, field questions, and genuinely defend your recommendations. Think of this as a boardroom pitch — your presence, clarity, and professionalism are just as important as the content itself. Since this is a collective effort, all team members will receive the same grade.

#### *How You Will Be Evaluated:*

- **Specificity:** How deeply did you dig into the details of the case?



- Analytical Rigor: Did you correctly apply OB concepts and your chosen framework?
  - Clarity: Is your argument logical and easy to follow?
  - Defense: How well does the team handle discussions and questions during Q&A?
  - AI Integration: How did your team demonstrate genuine judgment in how you used and critiqued the AI tool?
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***Skip-Level Report (10%) - due by 11:59pm on Friday, November 6 through A2L***

The goal of this assignment is to connect OB theory with lived managerial reality. You are required to interview a manager who is at least two levels above an entry-level position (for example, this would be the supervisor's boss of a restaurant server). This is a fantastic opportunity to network and develop a professional relationship that could be valuable for your future Co-Op opportunity or target career.

*The Interview Process:*

1. **Finding a Contact:** You can reach out to any mid-level or senior manager. If you need a formal confirmation for the manager that this is a university assignment, please let me know and I am happy to send a follow-up email to them.
2. **Timeline:** You should aim to complete your interview by October 20 to ensure you have enough time to reflect and write.
3. **Conducting the Interview:** The interview should not exceed one hour. Come prepared with questions guided by our course topics (e.g., leadership, motivation, personality, negotiation, or group dynamics). Let your curiosity lead the conversation!

*The Report Requirements:*

This is not a transcript or a "he said/she said" summary. I do not want a regurgitation of the conversation. Instead, I am looking for your analysis of the manager's situation through the lens of our course concepts.

Your report must be a maximum of 2 pages, single-spaced, using 12-point Times New Roman font. Please structure your report to cover these five areas:

1. **Introduction:** Introduce the manager, their organization, and what the company does (including how long they have been in business).
  2. **Departmental Context:** Provide statistics on the manager's department, including the number of employees reporting to them and any sub-departments.
  3. **OB Themes:** Identify at least two specific OB themes or issues that emerged during the interview.
  4. **Theoretical Alignment:** Align those themes and issues with specific concepts or frameworks from our course and textbook. What does the theory say about the reality they are facing?
  5. **Personal Reflection:** Share your own thoughts on the experience and what you personally learned from the interaction.
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### **GRIT Assignment (5%)**

This group assignment takes place during GRIT week and will build on the collaboration and analysis skills developed throughout the course. Full details will be provided closer to that time.

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### **Strategic Fortune 500 OB Analysis (25%)**

This assignment is a term-long, deep-dive analysis of a Fortune 500 company. Your team will move beyond surface-level observations to provide a rigorous, evidence-based critique of an organization's people, culture, and dynamics. Think of yourselves as a consulting firm brought in to diagnose a real organizational challenge and pitch a solution to the executive team. The project is split into two deliverables: a written report (20%) and a final strategic pitch (5%). Since this is a collective effort, all team members will receive the same grade.

You will select the Fortune 500 organisation to conduct your strategic OB analysis on. No two teams can select the same company. Selections are first come, first served, so lock in your choice early.

#### *Part 1: The Written Report (20%) - due by 11:59pm on Friday, November 27 through A2L*

Your report must be professional, data-driven, and grounded in the theoretical frameworks we have discussed throughout the course. The written report should be no more than 5 pages, single-spaced, not including your title page, reference list, or appendices. Use Times New Roman 12-point font. Your title page must include the full names and student numbers of every team member. Organize it into five primary sections:

1. **Organizational Overview:** Introduce your company's mission, culture, and leadership profiles. Analyze their human management practices including performance evaluations, retention metrics, and employee well-being programs. Include a preliminary SWOT analysis focused specifically on OB factors such as diversity, engagement, and leadership style.
2. **Problem Identification:** Define a clear OB challenge — a toxic culture, a leadership succession breakdown, chronic disengagement, or something similarly significant. Use concrete evidence from company reports, employee reviews, and credible news sources to make the case for why this is a real and pressing issue. Then dig into the root causes using course concepts.
3. **Evidence-Based Recommendations:** Present three to four potential solutions, weighing the trade-offs of each. Select one primary recommendation and justify it using academic research and examples of best practices from other organizations. I want to see your reasoning, not just your conclusion.
4. **Implementation Plan:** Break your recommendation into sequential steps with a realistic timeline. Include estimated costs, identify the parties responsible for each action, address potential obstacles, and define the specific metrics the organization will use to measure success.

5. **AI Component:** Your report must include a dedicated section describing how your team used AI as a thinking partner throughout this project. Your report must include a dedicated section on your team's use of AI as a thinking partner. Where you place it is up to you. Let the flow of your report guide that decision. It should feel like a natural part of the story you are telling, not an afterthought. You will select one of the following four approaches and document it clearly:
- **The AI Audit:** Run your final recommendations through an AI tool and ask it to identify weaknesses in your argument. Present the critique and explain how your team responded to it.
  - **The Stakeholder Simulator:** Use AI to roleplay a resistant stakeholder — a skeptical board member, a frontline employee, a union rep. Document the AI's pushback and explain how you addressed it in your final recommendations.
  - **The Alternative Universe:** Ask AI to propose a completely different solution to the same problem. Include it in your report alongside your own and explain why you rejected it.
  - **The Consensus Check:** Pose your core diagnostic question to an AI tool and document the response. Where did your team go further? Where, if anywhere, did the AI actually do better?

Make sure to include a list of references in the report. Any information that is not your own must be properly cited with in-text citations, and every in-text citation must have a corresponding entry in your reference list. If it is not yours, reference it — no exceptions. Provide an AI statement and all links to your AI conversations. If you claim AI was not used at any point in this project, you need prior written permission from me.

*Part 2: The Strategic Pitch (5%) - due by 11:59pm on Monday, November 30 through A2L*

On the last day of class, all teams will deliver their final presentations. Treat it as though it is a strategic pitch to a mock board of directors.

- Each team has 10 minutes to present, followed by 2 to 3 minutes of Q&A
- All team members must have a speaking role
- Your slides must be visually professional and engaging

*What to Focus On:* Lead with the problem — why it matters and why it demands attention now. Walk us through your recommendation and the key elements of your implementation plan. Be selective. You do not have 10 minutes to cover everything in your report, so prioritize what is most compelling and most strategic.

*AI Walkthrough:* As part of your presentation, briefly walk the class through your AI process — what tool you used, how it strengthened your analysis, and one thing you had to push back on or correct. This does not need its own dedicated slide; weave it naturally into your presentation flow.

*The Q&A:* Be ready. I will ask hard questions, and so will your peers. The ability to defend your analysis under pressure is one of the most important skills you will leave this course with.



**Participation (10%)**

This course runs on conversation. The cases we analyze, the frameworks we debate, and the ideas we stress-test are only as rich as the perspectives you bring to the room. Your participation grade reflects both the quantity and quality of your contributions — and in an MBA classroom, quality really matters.

Quality means coming prepared, engaging with the material before you walk in, and offering comments that move the discussion forward. Asking a sharp question counts. Respectfully challenging a classmate's argument counts. Connecting a concept from last week to what we are discussing today counts. Simply agreeing with what someone else said does not.

Professional conduct is always expected. Think of every class session as a boardroom meeting. Your presence, your tone, and the way you engage with your peers all reflect on you as a professional. Behaviors or comments that would be inappropriate in a professional setting are equally inappropriate here.

Please bring your name card to every class and have it clearly displayed showing your full first and last name. This is how I track contributions and make sure everyone gets the credit they deserve. I know that life happens. If something comes up that affects your ability to attend or participate, reach out to me early. I would much rather help you navigate a challenge proactively than deal with it after the fact.

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**COMMUNICATION AND FEEDBACK**

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Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

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 Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

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## ***ACADEMIC INTEGRITY***

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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.

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

[www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

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## ***AUTHENTICITY/PLAGIARISM DETECTION***

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**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](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ONLINE ELEMENT***

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**All courses** use some online 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 online 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.

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### ***CONDUCT EXPECTATIONS***

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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, Teams, 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.

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## ***ATTENDANCE***

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Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

Instructors may use Top Hat in their course in a variety of ways, including to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

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## ***MISSED ACADEMIC WORK***

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### ***Missed Mid-Term Examinations / Tests / Class Participation***

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the [DSB Student Services – Academic Office](#) (DSSAO (DSB Student Services Academic Office)), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the DSSAO (DSB Student Services Academic Office) **within five (5) working days** of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca)). Please direct any questions about acceptable documentation to the MBA Academic Advisors ([askmba@mcmaster.ca](mailto:askmba@mcmaster.ca)).

University policy states that a student may submit a **maximum of three (3)** [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.



### Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the DSSAO ([DSB Student Services Academic Office](#)) to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made **within five days** of the scheduled exam.

The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroote MBA Current Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca))

Deferred examination privileges, if granted, are normally satisfied during the deferred examination period as set by the [Office of the Registrar](#).

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

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### **ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

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Student Accessibility Services (SAS) offers various support services for students with disabilities. Students must activate their accommodation(s) (e.g., extra-time, alone room, etc.) via [mySAS](#) portal at the beginning of each term, normally, within the first three (3) weeks of classes. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

### ***Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre***

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

### **Process for Students**

- Student Accessibility Services (SAS) now uses the online [mySAS](#) Portal for graduate students to share accommodation letters with their instructors and Faculty/Program. Students are

responsible for activating their accommodations each term through the [mySAS](#) Portal. Once activated, an approved accommodation letter will be automatically sent to the instructors associated with the student's enrolled courses for that term.

- Students must engage the DSSAO (DSB Student Services Academic Office) to implement their accommodation(s) (e.g., extra-time, alone room, etc.) for each upcoming test, midterm, or exam, at **least two weeks in advance**. Students can do this by emailing DeGroote MBA SAS scheduling office at [DSBSAS@mcmaster.ca](mailto:DSBSAS@mcmaster.ca) or completing the [Accommodation Implementation form](#). If a student cannot meet this deadline, they should contact [DSBSAS@mcmaster.ca](mailto:DSBSAS@mcmaster.ca) to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, alone room, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to implement the accommodation(s), [dsbsas@mcmaster.ca](mailto:dsbsas@mcmaster.ca) will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

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

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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 the

DSSAO (DSB Student Services Academic Office) **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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### ***COPYRIGHT AND RECORDING***

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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.

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### ***POTENTIAL MODIFICATION TO THE COURSE***

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The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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### ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA B610 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.



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## ARTIFICIAL INTELLIGENCE

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AI is a tool you are expected to learn how to use well in this course, **not** a shortcut. That is a meaningful distinction. MBA graduates who can direct AI effectively, evaluate its output critically, and know when to push back on it are more capable professionals than those who either avoid it entirely or accept whatever it produces at face value.

In this course, you are encouraged to use AI as a thinking partner. That means using it to stress-test your arguments, explore alternative perspectives, pressure-test your recommendations, and sharpen your analysis. It does not mean using it to generate your work for you. Everything you submit must reflect your own thinking, judgment, and voice.

Because AI use is built into several assignments in this course, transparency is not optional — it is a requirement. Where AI use is required, you will be asked to document your interactions and reflect on how the tool shaped your thinking. Where it is not explicitly required, you are still welcome to use it, but you must disclose how and where.

A few things to keep in mind:

- You are responsible for verifying everything AI produces. If it cites a source, check it. If it makes a claim, interrogate it. AI tools hallucinate, oversimplify, and miss context — and it is your name on the submission, not the tool's.
- Strong AI use starts with strong prompts. The quality of what you get out reflects the quality of your thinking going in. We will practice this together in class.
- An AI statement should accompany every submission where you list what tools were used, how they were used, why they were used, and the full list of working links to the AI conversations relevant to the submission. A missing AI statement will result in a penalty deduction in the grade.
- If you are ever unsure whether a particular use of AI is appropriate for an assignment, ask me before you submit, not after.

**COURSE SCHEDULE**

**MBA B610**  
**Organizational Behavior: Understanding people at work**  
**Fall 2026 Course Schedule**

| MODULE | DATE         | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | September 8  | <p><b>Introduction to the course, OB, &amp; Introspection</b></p> <p>Coursepack Read:</p> <ul style="list-style-type: none"> <li>○ Why Is the Universe Against Me?</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>○ Course expectations</li> <li>○ What is OB and Does it Matter?</li> <li>○ Job Performance &amp; Organizational Commitment</li> <li>○ Incorporating AI</li> <li>○ Crafting your career (Job Satisfaction, Personality, and Values)</li> </ul> <p>Deliverables:</p> <ul style="list-style-type: none"> <li>○ Team Case Analysis Top 3 Selection</li> <li>○ Team Fortune 500 Selection</li> </ul> |
| 2      | September 15 | <p><b>Managing the Self and Others: Individual Processes</b></p> <p>Coursepack Read:</p> <ul style="list-style-type: none"> <li>○ Onboarded and Included</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>○ Team Case Analysis Assignments</li> <li>○ Motivation, Trust, &amp; the right thing to do</li> <li>○ Learning &amp; Decision-Making</li> </ul> <p>Deliverables:</p> <ul style="list-style-type: none"> <li>○ Team Fortune 500 Selection</li> </ul>                                                                                                                                                       |
| 3      | September 22 | <p><b>Teamwork Makes the Dream Work: Group Mechanisms</b></p> <p>Coursepack Read:</p> <ul style="list-style-type: none"> <li>○ Wincorp: Navigating the Hybrid Workplace</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>○ Diversity &amp; Cultural Differences</li> </ul>                                                                                                                                                                                                                                                                                                                                          |

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|   |              | <ul style="list-style-type: none"> <li>○ Networks &amp; Communication</li> <li>○ Team Characteristics &amp; Processes</li> </ul>                                                                                                                                                                                                                                         |
| 4 | September 29 | <b>Managing the Organisation: Leadership and Culture</b><br>Coursepack Read: <ul style="list-style-type: none"> <li>○ Storm King Mountain</li> </ul> Discuss: <ul style="list-style-type: none"> <li>○ Power &amp; Negotiations</li> <li>○ Leadership Styles &amp; Behaviors</li> <li>○ Organizational Cultures &amp; Change</li> <li>○ Tying it all together</li> </ul> |
| 5 | October 6    | <b>Closed-book Midterm Exam</b>                                                                                                                                                                                                                                                                                                                                          |
| 6 | October 13   | <b>Team Case Analyses</b><br>Case 1: <ul style="list-style-type: none"> <li>○ Beth Stewart: Navigating the Boardroom</li> </ul> Case 2: <ul style="list-style-type: none"> <li>○ JPMorgan Chase: Tapping an Overlooked Talent Pool</li> </ul>                                                                                                                            |
| 7 | October 20   | <b>Team Case Analyses</b><br>Case 3: <ul style="list-style-type: none"> <li>○ Breaking the Ice: Tracing Conflict within the 2024-2025 Vancouver Canucks National Hockey League Team</li> </ul>                                                                                                                                                                           |
| 8 | October 27   | <b>Team Case Analyses</b><br>Case 4: <ul style="list-style-type: none"> <li>○ Parker Hannifin: Leveraging Purposeful High Performance Teams</li> </ul> Case 5: <ul style="list-style-type: none"> <li>○ Return to Office at Brex</li> </ul>                                                                                                                              |
| 9 | November 3   | <b>Team Case Analyses</b><br>Case 6: <ul style="list-style-type: none"> <li>○ 3M Canada: Managing Change, Disruption, and COVID-19</li> </ul>                                                                                                                                                                                                                            |

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| -  | November 10 | GRIT Week – No Classes                                                                                                                                                                                                                                                                           |
| 10 | November 17 | <b>Team Case Analyses</b><br>Case 7: <ul style="list-style-type: none"> <li>○ Carlos Ghosn: The Rise and Fall of an Automobile Legend</li> </ul> Case 8: <ul style="list-style-type: none"> <li>○ Should I Stay or Should I Go? Assessing Risk in Carlos Ghosn's International Escape</li> </ul> |
| 11 | November 24 | <b>Team Case Analyses</b><br>Case 9: <ul style="list-style-type: none"> <li>○ The Commonwealth of Pennsylvania, AI, and Employees</li> </ul>                                                                                                                                                     |
| 12 | December 1  | <b>Strategic F500 OB Analysis Presentations</b>                                                                                                                                                                                                                                                  |