
BAHR 550: ORGANIZATIONAL BEHAVIOUR

Course Outline

DETAILS & CONTACTS

Instructor: Tracey Gurton

Office: Henry Angus 667

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Office hours: T/R 12:00-1:00 (or by appointment)

Phone: 604 822-9114 (during office hours)

TA: TBA

Class schedule 001:

M/W 10:00 am – 12 noon in HA 133

Class schedule 002:

M/W 2:00 pm – 4:00pm in HA 132

WHY YOU SHOULD CARE ABOUT ORGANIZATIONAL BEHAVIOUR (OB)

First, because Employers and Organizations care about it. At least, the ones who do care about OB are *more successful* than those who don't.

This course is about people; specifically, people at work. Research shows that effective people *practices* result in significant organizational achievement. BAHR 550 introduces you to the concepts of leading self, leading others and leading companies effectively, with the view of making organizations more productive, more competitive and – if relevant – more profitable.

This course is designed to improve your understanding of how people perform within an organization, and why they want to. You will learn how values, attitudes, team elements, motivation, organizational culture and leadership styles shape individuals, teams, and companies, thereby facilitating (or hindering) their ability to fulfill strategy, objectives and purpose.

COURSE GOALS & LEARNING OBJECTIVES

- To enhance understanding of the fundamentals of **leading, managing, and collaborating** with others in the **workplace**.
- To create a strong, healthy **organizational culture** that will enable a company to achieve its strategy and purpose, where employees can thrive, and feel a sense of **belonging, responsibility, and commitment**.
- To investigate concepts from the **social sciences** that are useful for understanding workplace situations and apply these **frameworks** to solve problems or design solutions.
- To improve **interpersonal, team and leadership skills**, and to recognize that such **expertise** can **dramatically impact** the **achievements** of a **workplace**.
- To promote **evidence based management**, recognizing that it is through effective **human decision-making** that organizations do well.
- To investigate sources of **power** and **motivation**, in order to get the **best** out of people.

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ASSESSMENT SUMMARY

<i>Individual</i>	
Write-up 1	5%
Write-up 2	20%
Professionalism	20%
Quizzes:	15%
Exam	20%
<i>Team</i>	
Team Charter	20%

COURSE MATERIALS & REQUIREMENTS

Required: Reading Package (RP) available on Canvas for free. **Cases** to be purchased. **Prep Guide** beginning on p. 7 of this syllabus contains specific instructions related to **each** lecture.

Recommended: Articles as announced in class (often shared on the final slide of a given lecture).

ASSESSMENT

Individual Assignment 1 – *Your previous company’s “good” people practice: 5%*

- **Due in hard copy, the first day of class. See description in Pre-Work on p. 7.**

Individual Assignment 2 – *Your previous company’s Organizational Culture: 20%*

- Full instructions and rubric on Canvas.

Group Assignment – *Team Charter: 20%*

- Working with your current case team (BA 504), your goal is to establish and creatively document a collective commitment to the principles, protocols, purpose, vision and agreements that will guide your group to accomplish its goals, as well as help you avoid the many challenges that derail team success. Detailed description of this assignment on Canvas.

Quizzes – *Scheduled short tests (x3) to galvanize learning: 15%*

- Research shows that frequent quizzes boost student memory of key concepts.

Final Exam – **Short-essay style (plus Mindmap): 20%**

- The final assessment of BAHR 550 will take place during exam week. You are required to bring a mind-map that day, which will form part of your submission. Instructions will be provided in advance.

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ASSESSMENT, cont.

Professionalism & Commitment to Cohort Learning and Culture: 20%

Because this course relies heavily on in-class discussion, part of your grade will be determined from active learning through class involvement. This includes: showing responsibility; taking initiative; establishing a positive atmosphere; and actively contributing to the learning of your colleagues and classmates. Students are expected to:

- **Prepare** - Study the assigned material, taking care to prepare thoroughly and to develop informed responses. You are assumed to have read and understood all assigned articles, and you may be asked at random to share a synopsis with the class. **Follow the Prep Guide in your syllabus to ensure you are ready for each class.** Instructions are very clear.
- **Participate, Contribute, Support, and Practice pro-social communication skills** – There will be plenty of opportunity for you to volunteer and participate in the course. You will not be rewarded simply for speaking up, therefore your comments must be valuable. You are encouraged to use your good graces to interact openly with others, to support their learning experience with excellent listening skills, to question people’s ideas in a respectful manner, and to respond rather than react. **Note: if you are absent (for which illness or emergency are the only acceptable reasons) it is your responsibility to learn from a fellow student what you missed.)**
- **Enhance the learning of others** – Specific sessions offer the chance to lead the class in various ways. This may include: peer teaching of a particular concept; telling a real-life work story that is germane to the topic; or facilitating discussions and highlighting conclusions. You are welcome to prepare a relevant opening or conclusion to a session that resonates with your own experience.
 - If you wish to volunteer for an upcoming session, please see Tracey in person at least a day or two ahead of the lecture in question.
 - A portion of your professionalism grade (one-fifth of the 20%, meaning 4% of your total mark) will be attributed to you via a feedback process to help 2 classmates with **their** professionalism score. Instructions on Canvas and in class.

NOTE: Professionalism and conscientiousness are expected from all students in all aspects of your Sauder program. In this course, you will be rewarded for exemplary display of them. Given this luxury, please understand that this component of your grade is tantamount to a submitted assignment. Therefore, you do not “lose” marks in this category, you **earn** them – from scratch.

In summary, this portion of your mark includes class involvement and demonstration of **admirable personal leadership**. Your grade will be determined by mandatory attendance, preparation for class, your active participation in exercises, contribution to discussions, your listening skills, desirable people skills, and the extent to which you enable (and encourage) your classmates to engage. In short, the very skills that set you apart in your career. Please promote interdependence, and help each other.

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Best to *begin* your Pre-work for Session 6 no later than September 12th

Schedule

SESSION	CLASS TOPICS	READINGS	HEADS UP
1 Wed. Sept. 5	<ul style="list-style-type: none"> OBHR: Uncommon Sense Motivation 	RP: Pfeffer & Veiga – <i>Putting People First for Organizational Success</i>	Write-up due (hard copy) See instructions for Session 1 on p. 7 of this syllabus
2 Fri. Sept. 7	<ul style="list-style-type: none"> High Performance Teams 	Purchased Case: <i>The Team That Wasn't</i>	See instructions for Session 2 Please sit with your team today
3 Mon. Sept. 10	<ul style="list-style-type: none"> Leading Organizations 	No <i>assigned</i> readings. See prep!	See instructions for Session 3
4 Wed. Sept. 12	<ul style="list-style-type: none"> Organizational Culture 	RP: Cameron – <i>Introduction to the Competing Values Framework</i> RP: Chatman & Cha – <i>Leading by Leveraging Culture</i>	See instructions for Session 4 Volunteer to explain the <i>Competing Values Framework</i> Bring a cultural artifact from your previous company
5 Mon. Sept. 17	<ul style="list-style-type: none"> Organizational Culture II 	Purchased Case: <i>Putnam Investments</i>	See instructions for Session 5
6 Wed. Sept. 19	<ul style="list-style-type: none"> Leading Self; Leading Others 	RP: Goleman – <i>What Makes a Leader</i> RP: Christensen – <i>How Will You Measure Your Life?</i>	See instructions for Session 6 Volunteer to talk about a leadership “do” from your own experience. Volunteer to talk about a leadership “don’t” from your own experience. Completed Peer Eval Form due
7 Mon. Sept. 24	<ul style="list-style-type: none"> Communication, Power, & Feedback 	No <i>assigned</i> readings. See prep!	See instructions for Session 7 Volunteer to talk about a time feedback made you a better manager/colleague Team Charter due

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SESSION	CLASS TOPICS	READINGS	HEADS UP
8 Wed. Sept. 26	<ul style="list-style-type: none"> Conflict Decision-Making 	<p>RP: Garvin & Roberto – <i>What You Don't Know About Making Decisions</i></p>	<p>See instructions for Session 8</p> <p>Volunteer to talk about how the <i>right</i> kind of conflict helps us makes good decisions</p> <p><i>Culture Assignment due</i></p>
9 Mon. Oct. 1	<ul style="list-style-type: none"> Change Management 	<p>RP: Kotter – <i>Why Transformation Efforts Fail</i></p> <p>RP: Kim & Mauborngé – <i>Fair Process</i></p> <p>Course Website: <i>Law Society Case</i></p>	<p>See instructions for Session 9</p>
10 Wed. Oct. 3	<ul style="list-style-type: none"> Change Management II Introduction to Negotiation 	<p>See prep!</p>	<p>See instructions for Session 10</p>

TEACHING & LEARNING ACTIVITIES

- Cases (slightly different approach than in BA 504 team assignments)
- Activities/exercises/discussions
- Substantial participation, including sharing of your own experiences
- Preparation via readings/articles and independent research
- Short, Voluntary Session Openers and Conclusions
- Quizzes

The following are Policies of the RHL Graduate School; they apply to all MBA courses:

COURSE AND INSTITUTIONAL POLICIES

Attendance: As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals could result in a “W” or an “F” standing on a student’s transcript. Students must notify their instructors AND the RHL Graduate School Student Experience Manager at the earliest opportunity (i.e. before class) if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

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Tardiness: As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and **fully prepared**. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

Electronic Devices: As per RHL Graduate School policy on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless *required* by the instructor for specific in-class activities or exercises. **Cellphones and other personal electronic devices must be turned off during class and placed away from the desk/table surface.** Students who fail to abide by the RHL **lids down** and **no phone policy** may be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops/tablets/phones in class has negative implications for the learning environment, including reducing student academic performance and the performance of those nearby.

ACADEMIC INTEGRITY

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student's responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents will be investigated and prosecuted according to UBC's procedures for Academic Misconduct. In addition to UBC's Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL Graduate School's policy on Academic Integrity.

STANDARD REFERENCE STYLE

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard. Please use this style to cite sources in your work.

LATE ASSIGNMENTS

Late submissions will not be accepted and will receive a score of zero.

Proceed to page 7 for your Prep Guide...

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Prep Guide

What follows is the Pre-Work for each lecture. Please note that there is independent research required, and you are expected to uncover *scholarly* sources that are academically defensible. Do not bring to class citations from a consultant's website – not because they are necessarily false, but because we can't prove that they are derived from empirical research. When in doubt, consult an *Organizational Behaviour* textbook. It covers all the basics, and is full of references!

ALWAYS note your sources, and bring them to class.

Pre-Work – Session 1

Prepare a professional **2-paragraph** submission as follows:

Briefly describe **one people practice**, undertaken by a previous workplace of yours, which you believe contributed to the organization's success (one paragraph). Research what science says about that, and share the conclusion (one paragraph). Put your name, student number and Cohort in the top right corner of the page. Put your academic references (no more than 3) at the bottom, in *appropriate APA format*.

Note: your reading for today mentions several "people practices", but there are many more. You may NOT use today's reading as your academic source. You will find an example of this assignment on Canvas. This will be the only exemplar provided for this course.

Objective: the general question we're uncovering together is: **"What people practices contribute to positive organizational outcomes, and how?"**

Pre-Work – Session 2

1. What are two different types of trust on teams?
 2. Research how to *develop* trust on work teams. What are 2 actions a team can take to do this?
 3. READ: *"The Team That Wasn't"*
 - a. Prepare (and bring hard copies of) answers to the following:
 - How effective has this team been?
 - What explains Randy's behaviour?
 - What has Eric done well? Not well?
 - What could this team have done to *prevent* their problems?
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Pre-Work – Session 3

1. WATCH: Simon Sinek's "Start with Why"
 2. Look ahead to the pre-work for Session 6. Start now so you're not rushed.
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Pre-Work – Session 4

1. What are three ways organizational culture is **perpetuated/maintained**?
2. Explain the three **layers** of culture. Give examples *of each*.
3. Bring to class an artifact from your prior workplace (if you have it). Or, reflect on such an artifact and be prepared to explain it.

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Pre-Work – Session 5

Study the Putnam Case.

1. As you go through the company story, take note of the many visible artifacts that help us understand: (a) the historical culture, and (b) the transforming one. List **3 such artifacts**, and **describe** the **value** that each **represents**. Example: "Lassergram" = *material symbol*, representing that fear was considered important in the "old" culture.
 2. Of the ways that culture gets perpetuated, note **3 instances** in this case. Example: Haldeman establishes his office on the 10th floor (so he can be visible and accessible), instead of sitting in the extravagant executive suites on the 12th floor = *behaviour of top management*. This is a symbolic move that highlights a shift toward mutual respect and transparency.
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Pre-Work – Session 6

1. Please seek out 5+ **people who know you well** to uncover their perspectives on your personal leadership abilities. *In-person chats are great*, but obviously you may conduct this via email or phone. Please encourage your feedback providers to be honest and direct – and assure them that you will not "react" to any of their remarks.

Their task is to offer you answers to the following:

Regarding my personal leadership skills please tell me what you believe I should:

Start doing

Stop doing

Continue doing

Hint: ask for **behaviours** and **actions**.

Your task is to listen, and write down (or receive) their answers – and to **thank them** for their input.

Please do NOT use this opportunity to attempt to respond to their feedback. Both parties might be uncomfortable about this interaction, so please remember that it is *just* information.

Examples of work-related participants: former managers, colleagues, direct-reports, team-members, clients, administrative coordinators, and strategic partners. Examples of subjects from your personal sphere: spouse/significant other, parents, siblings, close friends, relatives, sports partners, etc.

Bring your results to class. You will NOT be required to share this data openly (unless you wish). Be brave.

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Pre-Work – Session 7

1. Identify French and Raven's 5 (or 6) Bases of Power. Which do you want to possess or display?
 2. What skills will you require to earn the types of power that gain the commitment of others?
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Pre-Work – Session 8

1. Reflect on a work-related conflict, and what you learned from it.
 2. What organizational interventions, or preventions, could have helped fix the problem? Be specific. (For example: a clearer, more-defined process; a dashboard; or job-shadowing so both parties truly understood the perspective of the other team involved.)
 3. Let's say you're faced with solving such a scenario. Who should be involved?
 4. In organizations, especially in teams, what contributes to effective decision-making?
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Pre-Work – Session 9

1. Read the Law Society Case
 2. Complete as much of the Change Strategy Executive Checklist as you can. You won't need to submit it, but you must prepare.
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Pre-Work – Session 10

1. Bring your Change Strategy Checklist from last time.
 2. Review your notes from Session 9:
 - a. What did the Law Society do well? Try to list at least 5 actions.
 - b. How does this compare to or differ from your own prior organizational change experience?
 3. Find out what these terms mean:
 - a. BATNA
 - b. Resistance Price
 - c. Target Price
 - d. Bargaining Zone
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