
BAHR 550 MM1: ORGANIZATIONAL BEHAVIOUR

Course Outline

COURSE INFORMATION

BAHR 550 MM1	OBHR Division
Masters of Management	1.5 credits
Course Duration: (P2) Nov 4 – Dec 6, 2019	M/W 10:00 am – 12 noon in HA 334

INSTRUCTOR INFORMATION

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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** with the view of advancing organizational success.
- 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.

BAHR 550 MM1: ORGANIZATIONAL BEHAVIOUR

Course Outline

ASSESSMENT SUMMARY

<i>Individual</i>	
Write-up 1	5%
Write-up 2	15%
Professionalism	20%
Quizzes	10%
Exam	25%
<i>Group</i>	
Team Project	25%

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 – *The Value of Good People Practices*: 5%

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

Individual Assignment 2 – *One Company’s Organizational Culture*: 15%

- Using Organizational Culture frameworks and academic terminology, you will explain the culture of your prior workplace. Or, you may interview 3+ employees from a company familiar to you to learn about that organization’s culture. Full instructions and rubric on Canvas.

Team Assignment – *Project (Report and Lesson Plan)* 25%

- Your group will submit a paper (15%) and workshop lesson package (10%) on an OB topic of your choice (within reason). Guidelines posted on Canvas.

“Quizzes” – *Short tests (x2) to galvanize learning*: 10%

- These will not be traditional quizzes. More details in class.

Final Exam – *Short-essay style (plus Mindmap)*: 25%

- The final assessment of BAHR 550 will take place during exam week. You are required to bring preparatory work that day, which will form part of your submission (as well as help you study). Instructions will be provided in advance.
 - Prep (5%)
 - Exam (20%)

BAHR 550 MM1: ORGANIZATIONAL BEHAVIOUR

Course Outline

ASSESSMENT, cont.

Professionalism & Commitment to Cohort Learning and Culture: 20%

This is a very important aspect of BAHR 550 – and of your whole program.

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 education of your colleagues and classmates. This is not simply an “attendance” score. 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 questions in your syllabus to ensure you are ready for each class, and find academic sources for your answers.** 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. 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 due to illness or emergency, it is your responsibility to inform your professor in advance of the class, and 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 a week ahead of the lecture in question.
 - You will also undertake a feedback process to help classmates with **their** professionalism score. Instructions in class.

NOTE: Professionalism and conscientiousness are expected from students in all aspects of any 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, it is wise to make an effort to **earn** marks in this category.

In summary, this portion of your grade includes class involvement and demonstration of **admirable personal leadership**. Your mark 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.

BAHR 550 MM1: ORGANIZATIONAL BEHAVIOUR

Course Outline

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It is best to begin your pre-work for Session 4 immediately

Schedule (Subject to Change)

SESSION	CLASS TOPICS	READINGS	HEADS UP
1 Mon. Nov 4	<ul style="list-style-type: none"> OBHR: Uncommon Sense Motivation 	RP: Pfeffer & Veiga – <i>Putting People First for Organizational Success</i>	<p><i>Write-up 1 due (hard copy)</i></p> <p>See instructions for Session 1 on p. 7 of this syllabus</p>
2 Wed. Nov 6	<ul style="list-style-type: none"> Leading Organizations Guest Speaker today 	No assigned readings. See prep!	See instructions for Session 2
3 Wed. Nov 13	<ul style="list-style-type: none"> High Performance Teams 	Purchased Case: <i>The Team That Wasn't</i>	See instructions for Session 3 Please sit with your team today
4 Fri. Nov. 15	<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>	<p>See instructions for Session 4</p> <p>Bring your “survey” results in hardcopy if possible.</p> <p>Volunteer to talk about a leadership “do” from your own experience. Volunteer to talk about a leadership “don’t” from your own experience.</p>
5 Mon. Nov. 18	<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 5
6 Wed. Nov. 20	<ul style="list-style-type: none"> Organizational Culture II 	Purchased Case: <i>Putnam Investments</i>	See instructions for Session 6
7 Mon. Nov. 25	<ul style="list-style-type: none"> Communication, Power, & Feedback 	No assigned readings. See prep!	<p>See instructions for Session 7</p> <p>Volunteer to talk about a time feedback made you a better colleague/teammate</p> <p><i>Culture Assignment due</i></p>

BAHR 550 MM1: ORGANIZATIONAL BEHAVIOUR

Course Outline

SESSION	CLASS TOPICS	READINGS	HEADS UP
8 Wed. Nov. 27	<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>
9 Mon. Dec. 2	<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> <p><i>Team Project due</i></p>
10 Wed. Dec. 4	<ul style="list-style-type: none"> Change Management II Introduction to Negotiation 	<p>No assigned readings. See prep!</p>	<p>See instructions for Session 10</p>

ACTIVITIES

- Cases
- Exercises; discussions
- Substantial participation, including sharing of your own experiences
- Preparation via readings/articles and independent research
- Quizzes and exams

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. All UBC students are expected to be responsible members of an academic community. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This obviously requires that you not cheat, copy, or mislead others about what is your work. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC will result in an inquiry, and may subsequently result in disciplinary action, including (but not limited to) a failing grade. If the violation is referred to the President's Advisory Committee on Student Discipline, there may be serious consequences and harsh penalties.

It is the student's responsibility to review and uphold applicable standards of academic honesty, including reviewing and abiding by RHL Graduate School's policy on Academic Integrity. Instances of irresponsible scholarship and/or academic misconduct, such as cheating, plagiarism, submitting the same assignment as another student, impersonating a candidate, or falsifying documents will be scrutinized and investigated according to UBC's procedures for Academic Misconduct: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

To be clear, submitting work that is done by others as if it were one's own – regardless of where it is procured (e.g. directly, or from online sites such as Course Hero) – is **plagiarism**, and is therefore **unethical and illegal**.

BAHR 550 MM1: ORGANIZATIONAL BEHAVIOUR

Course Outline

The following are Policies of the RHL Graduate School; they apply to all 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.

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. **Mobile phones 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 Concessions: If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an *Academic Concession Request & Declaration Form*: <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC’s policy on Academic Concession.

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.

UBC-wide policy:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise. For such circumstances there are additional resources available, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty, and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of these policies and how to access support are available on the UBC Senate website at: <https://senate.ubc.ca/policies-resources-supportstudent-success>.

Proceed to page 7 for your Prep Guide...

BAHR 550 MM1: ORGANIZATIONAL BEHAVIOUR

Course Outline

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 cannot 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 – which you can review as well. You could also visit our excellent David Lam Library. **ALWAYS** note your sources, and bring them to class.

Pre-Work – Session 1

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

Briefly describe **one people practice** that you believe contributes to an organization's success (**one paragraph**). Research what science says about that, and share the conclusion (**one paragraph**). Put your name, student number and Section 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 may be the only exemplar provided for this course. Less than 1 page only. Please follow instructions.

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

2. Look ahead to the pre-work for Session 4 (next page). Start now so you're not rushed, and so your respondents have enough time to reply or talk to you.
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Pre-Work – Session 2

1. WATCH: Simon Sinek's "Start with Why"
 2. Try to find one company that is good at concisely expressing "why" they do what they do.
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Pre-Work – Session 3

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 do you think explains Randy's behaviour? Is his demeanour acceptable?
 - What has Eric done well? Not well?
 - What could this team have done to *prevent* their problems?
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BAHR 550 MM1: ORGANIZATIONAL BEHAVIOUR

Course Outline

Pre-Work – Session 4

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*

Important: ask for **behaviours** and **actions**, not for their opinion of your “attitude” or confidence.

Your task is to listen, to write down (or receive) their answers, to seek clarity by asking for examples of behaviour – 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. Obviously, you may consider school “colleagues” in this category as well: undergrad or MM. 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.

Pre-Work – Session 5

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 a prior workplace (if you have worked, and if you have the artifact). Or, reflect on such an artifact and be prepared to explain it.
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Pre-Work – Session 6

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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BAHR 550 MM1: ORGANIZATIONAL BEHAVIOUR

Course Outline

Pre-Work – Session 7

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

1. If you have work experience, consider a conflict you may have noticed between *departments*. If you do not have this exposure yet, ask working people you know for an example (a real example, not a hypothetical one).
 2. What organizational interventions, or preventions, could have helped fix the problem? Be specific.
 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 3 actions.
 3. Find out what these terms mean:
 - a. BATNA
 - b. Resistance Price
 - c. Target Price
 - d. Bargaining Zone
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