

COURSE INFORMATION

Course title:	Organizational Behaviour	Credits:	1.5
Course code:	BAHR 550	Class location:	Online
Session, term, period:	2020W Term 2	Class times:	Mon/Wed 6 to 8pm
Section(s):	MM1	Pre-requisites:	n/a
Course duration:	Jan 4 – Feb 5, 2021	Co-requisites:	n/a
Division:	OBHR		
Program:	MM		

INSTRUCTOR INFORMATION

Instructor:	Dr. Min Kay	Office location:	HA 349
Phone (office):	604 827 0084	Office Hours:	by Appointment
Email:	Min.kay@sauder.ubc.ca		(Right after class is the best)

COURSE DESCRIPTION

BAHR 550 is the introductory core course in Organizational Behaviour (OB). The primary objective of this course is to teach you about the effects of organizational structures and interpersonal processes on the behaviour of individuals in organizations and the wider implications for the effectiveness and success of organizations. You will also learn to consider the entire organization as an actor and examine how it behaves in different types of environments. Throughout the course an emphasis is placed on how you, as an organizational member or consultant, might experience, interpret, and manage people, structures, and processes in organizations.

COURSE FORMAT

Like many graduate courses, we will use a flipped classroom model which means that students are expected to read the textbook chapters **before** class and come in with the basic understanding of the major concepts in each chapter.

For delivery, we will use Zoom to have our classes (lecture, discussion and exercises) during the scheduled class times (6 to 8pm, Mon/Wed.)

COURSE GOALS

The main goal of the course is to help you develop interpersonal skills that will allow you to succeed in your future career in business. This course is designed to sharpen your ability to diagnose and solve a broad range of organizational problems. Through readings, lectures, cases, and experiential exercises, we will introduce you to frameworks from the social sciences that are useful for understanding organizational processes and teach you how to apply these frameworks to particular situations.

LEARNING OBJECTIVES

The learning objectives for this course are:

- To develop an understanding of key Organizational Behaviour concepts and how they apply to any setting.
- To improve team-working skills by gaining an appreciation of team dynamics and working on several assignments, exercises and a presentation together.

- To improve communication skills by understanding how we interpret information, writing assignments and presenting.
- To understand how organizations are structured, and the consequences of organizational design and culture.
- To introduce personal leadership and apply specific lessons that can help fulfil your leadership potential.

COURSE MATERIALS & REQUIREMENTS

Required: Textbook: **Organizational Behavior**

Publisher: Open Textbook Library, University of Minnesota Libraries Publishing

Available free online: <https://open.umn.edu/opentextbooks/textbooks/30>

You can read this book online, or download in multiple formats (PDF, Kindle, e-pub, mobi)

Recommended: Nancy Langton, Stephen P. Robbins, and Timothy Judge Organizational Behaviour, 8th Canadian edition. Pearson Canada. 2019.

ASSESSMENTS

Summary

	Weight
Active Learning	20%
Quizzes	20%
Group Report	15%
Group Presentation	15%
Final Paper	30%
Total	100%

Active Learning (20%)= Participation (5%) + Attendance (5%) + Group exercises (5%) + Group charter/presentation peer feedback (5%)

Every student is expected to attend all classes in full as specified by RHL Graduate School Attendance & Tardiness Policy. **Attendance (5%)** will be monitored through Zoom registration and login report.

In order to achieve top marks for **in-class participation (5%)**, a student must: (i) attend the class regularly, (ii) participate in the class discussions (by asking questions or making comments), and (iii) contribute positively to the learning environment and be respectful of other students.

Attendance alone does not guarantee full participation marks. Quality of contributions matters more than quantity. You must be in class to complete and receive credit for the activities. No make-up classes, activities or assignments will be offered.

In addition, you will be doing a **group exercise** in every class (starting Week 2) and submitting a completed worksheet. This will be graded and account for 5% of the total grade.

Lastly, the remaining 5% of the Active Learning will be distributed among two things: 1) **Group charter** and 2) **Movie case project presentation peer feedback**.

Quiz (20%)

There will be two quizzes throughout the term, totaling 20% of your overall grade. Quiz 1 will cover the first half of the chapters covered in class and Quiz 2 will cover the second half. These will be set up on Canvas and will include multiple choice, fill-in-the-blank and short-answer questions. **Missing quiz = 0 grade.**

Group Project (30%)= Report (15%) + Presentation (15%)

The movie case project will be in the form of a Report (15%) and a Presentation (15%). You will be randomly placed into a consulting team to complete this assignment. Each group is free to structure itself as it wishes. Members will share equally in the rewards, which will be the marks assigned for the report and presentation. It is the group's responsibility to work with its members to assure that everyone is contributing adequately.

This project applies basic techniques of organizational change and development. Each consulting team will prepare a written proposal and an oral presentation of their suggestions for change. Consulting teams will be evaluated on the appropriateness of their proposals, as well as their presentation and written material.

Case Report: There is a **3,000-word limit** (include word count) for the report, and no limit on appendices. All reports are due online in **PDF format** via Canvas Assignments on due date.

Case Presentation: Each team will be required to deliver a 10-minute presentation on their project at the end of term. All presentations are due online in PDF format via Canvas Assignments on due date. Groups will also record their presentations asynchronously on Canvas using Collaborate Ultra.

These presentations will be evaluated both by the instructor and your peers in the class. While it is assumed that every group member will receive the same mark for the project, your individual mark may be adjusted at the end of term via Peer Evaluations (full details will be provided). Further details on the group project will be provided in the first day of class and posted on the course site.

Late submissions will NOT be accepted, and will receive **0 grade for the whole group**.

Final Paper (30%)

Over the term, students will be introduced to many diverse organizational behavior concepts, tools, and ideas. Being able to reflect and consider how the ideas integrate is an important part of the learning. The final paper gives students an opportunity to assimilate their accumulated knowledge from this course through the development of a mind-map and explanatory write-up. The content of your mind-map can be wide-ranging, however, the overall goal is to capture your major takeaways from this course.

Final reflection paper will be submitted online in PDF format via Canvas Assessments near the end of the term (full details will be provided).

COURSE AND INSTITUTIONAL POLICIES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a **zero**. For extenuating circumstances please contact the RHL Graduate School as early as possible.

In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please write a brief summary of what you feel needs further attention and submit this re-read request with your marked work. If you request a re-read, it will be read from scratch and your grade may **go up or down**. Each grade component is considered final one week after given to the class and will no longer be open for re-reading or discussion. I do not accept personal lobbying efforts on behalf of grades other than in writing. I am happy to discuss your work with you for educational purposes, but keep in mind that once we discuss the work the grade is considered final if you have not already had the work re-read.

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.

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) <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](#).

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another for an in-class activity. Feedback from students indicates that personal devices is the number one distraction from effective learning and participation in the online learning environment.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access 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 the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. 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 also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, **both** students and instructors are required to have their **cameras on** during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

SCHEDULE

Subject to change

	Synchronous or asynchronous	CLASS TOPICS	ACTIVITIES / READINGS	ASSIGNMENTS DUE
Class 1 Jan 4	Synchronous	Introduction to OB	Chapter 1: Organizational Behavior	
Class 2 Jan 6	Synchronous	Perception, Personality & Emotions	Chapter 3: Understanding People at Work: Individual Differences and Perception (3.3, 3.4) Chapter 7: Managing Stress and Emotions (7.4, 7.5)	
Class 3 Jan 11	Synchronous	Values, Attitudes & Diversity	Chapter 2: Managing Demographic and Cultural Diversity (2.2, 2.3) Chapter 4: Individual Attitudes and Behaviors (4.2, 4.4)	
Class 4 Jan 13	Synchronous	Motivation & Job Design	Chapter 5: Theories of Motivation (5.2, 5.3) Chapter 6: Designing a Motivating Work Environment (6.2, 6.3)	
Class 5 Jan 18	Synchronous	Teamwork	Chapter 9: Managing Groups and Teams (9.2, 9.3, 9.4, 9.5)	
Class 6 Jan 20	Synchronous	Conflict & Negotiation	Chapter 10: Conflict and Negotiations (10.2, 10.3, 10.4, 10.5)	Team Charter Quiz 1

Class 7 Jan 25	Synchronous	Leadership	Chapter 12: Leading People Within Organizations (12.2, 12.3, 12.4, 12.5)	
Class 8 Jan 27	Synchronous	Power & Politics	Chapter 13: Power and Politics (13.2, 13.3, 13.4, 13.5)	Group project <ul style="list-style-type: none"> • Report • Presentation recording (Collaborate Ultra)
Class 9 Feb 1	Synchronous	Decision Making	Chapter 11: Making Decisions (11.2, 11.3, 11.4)	Quiz 2 Presentation Peer feedback
Class 10 Feb 3 (last class)	Synchronous	Organizational Culture Organizational Structure	Chapter 14: Organizational Structure (14.2) Chapter 15: Organizational Culture (15.2, 15.3, 15.4, 15.5)	Mindmap