

COURSE INFORMATION

Course title:	ORGANIZATIONAL BEHAVIOR		
Course code:	BAHR 550	Credits:	1.5
Session, term, period:	W20 Term 2 Period 1	Class location:	Zoom
Section(s):	001 & 002	Class times:	Mon & Weds 001: 8am to 10am; 002: 6pm to 8pm
Course duration:	Jan 18 to Feb 17, 2021	Pre-requisites:	n/a
Division:	OBHR	Co-requisites:	n/a
Program:	FT-MBA		

INSTRUCTOR INFORMATION

Instructor:	Lingtao Yu, Ph.D.		
Phone:	604 822 8532	Office location:	HA677
Email:	Lingtao.yu@sauder.ubc.ca	Office hours:	By appointment

COURSE DESCRIPTION

Organizational Behavior (OB) is considered essential for organizations, though learning and even defining OB is tough. Why? Because OB deals with people.

Engaging consistently in effective “people” skills presents an enormous challenge for most individuals. Ultimately, OB is an art – a performing art – and the instrument is the self. The mastery of the art of OB comes with the mastery of the self.

COURSE FORMAT

This is an active course focusing on preparing you for finding and creating a context in which you can thrive and manage at your best. Although the course content is informed by theory and empirical evidence, the focus of this course is on understanding your personal strengths and vulnerabilities through feedback while developing your OB knowledge and skills through practice.

LEARNING OBJECTIVES

- To enhance understanding of key elements in OB which are useful for analyzing/resolving workplace situations
- To strengthen your analytical abilities and your capacity to understand, predict, and manage the behavior of individuals and teams in your organization
- To develop greater knowledge to lead and manage yourself and others
- To stimulate your commitment to a specific, challenging, and ongoing process of personal growth

To maximize your learning, you are expected to:

- Be prepared. Be curious. Be open to new ways of thinking and learning
- Be engaged. Engage in constructive discourse. Constructive discourse requires that you are willing to honestly share your own views and are considerate of others' views

LEARNING MATERIALS

There is no textbook for this course (can you believe it?!) Instead, a reading package including experiential & reflection exercises, assessments, and cases will be distributed before OR during the class.

This material is for your personal use only and is not to be shared or distributed in any form.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Baseline Assessment Pre-Work	10%
Leadership Challenge Paper	15%
Team Video Case Presentation	25%
OB Reflection Paper & Mind Map	30%
Class Contribution & Professionalism	20%
Total	<u>100%</u>

Details of Assessments

OB skills are best learned by *integrating* and *applying* evidence based theoretical concepts to practical situations. These skills are difficult to meaningfully assess with exams. Thus, rather than traditional examinations, we will learn the material with practical exercises and application of the course materials to your life.

1. Baseline Assessment Pre-work.

(A) Personality Assessment. (Due: to Canvas by 8AM, Monday, 01/18). Complete the online survey. I highly recommend taking this on a computer (i.e., not phone) and in one sitting. The personality survey takes about 15 minutes. It will auto-calculate results for you at the end for you. ***Please make sure to capture/screenshot/record this information as I cannot regenerate it!*** This information will help you understand your social interaction tendencies and default reactions. The survey link is posted on Canvas.

(B) Time-Use Assessment. (Due: to Canvas by 8AM, Wednesday, 02/10). Over 5 “regular” work days (i.e., excluding vacations, days spent on workshops/trainings, or business trips), you will track how you spend your time, attention, and activity. You decide how you want to track! Paper and pencil? E-notebook? Or free apps? (simply search “time tracking”). This will enable your analysis of how your time spent may be driving your own emotion, cognition, and behavior assessment. Students find this an informative learning tool. It is also an input to your OB Reflection Paper.

2. Leadership Challenge Paper (Due: to Canvas by 8AM, Monday, 02/01). The purpose of paper is to stimulate your reflection, awareness, and analysis about your own leadership style and the current scope and quality of influence. I want you to thoughtfully consider about where you are in your development as a leader—**right now (not where you think you “should be”)**. Details are posted on Canvas. ***The Leadership Challenge paper is limited to THREE (3) double-spaced pages, with 12-point font and 1” margins.***

3. Team Video Case Presentation (Due: to Canvas by 8AM, Wednesday, 02/17). The purpose of the case analysis is to enable you to learn about a variety of “people” skills from the experiences (successes and failures) of others. The case assignment is a group assignment comprised of a thoughtful analysis and class presentation on a controversial leader. Details are posted on Canvas. Please upload your slides to the Canvas Folder.

4. OB Reflection Paper and Mind Map (TBD, will be arranged by the RHL Operations team).

Other assignments in the course pave the way for this, our big-ticket deliverable. The purpose of your OB reflection paper and mind map is to chart a longer-term vision and short-term road map for your personal

development. This should be the most valuable assignment for you and represent something that serves you long after the course ends. It takes the form of one paper plus a mind map. Details will be posted on Canvas.

5. Class/Group Contribution & Professionalism.

Your contribution grade will be based on your **active** and **thoughtful** participation. Many of you may have relevant personal experiences that could benefit all of us. I encourage you to share these during class.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

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

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

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

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.

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.

COURSE SCHEDULE

Note. Most readings will be distributed in class to foster best experiential learning in the classroom. If there is any pre-reading for specific session, it will be posted on Canvas and you will be notified one week before the session.

Class#	CLASS TOPICS	ACTIVITIES/ASSIGNMENTS
Class 1 Mon Jan 18	Introduction to Course Ideas about OB & Understanding Yourself and Others	Personality Assessment Due
Class 2 Weds Jan 20	Teams & Leadership	Case Study (title removed to create best learning experience in class)
Class 3 Mon Jan 25	Difficult Relationship at Work Power and Influence	In-class exercise: power in action
Class 4 Weds Jan 27	Decision Making	In-class exercise: survival task
Class 5 Mon Feb 01	Ethics & Ethical Decision Making	Leadership Challenge Paper Due Case Study (title removed to create best learning experience in class)

Class 6 Weds Feb 03	Motivate Your Employees	In-class Exercise: communication process
Class 7 Mon Feb 08	Negotiation, & Social Network	In-class Exercise: negotiation
Class 8 Weds Feb 10	Management of Self during the Crisis	Time-Use Assessment Due
Class 9 Mon Feb 15	Leading in a Global Environment	Case Study (title removed to create best learning experience in class)
Class 10 Weds Feb 17	Team Presentation & Wrap Up	Team Video Case Presentation Slides Due