

COURSE INFORMATION

Course title:	Organizational Behavior	Credits:	1.5
Course code:	BAHR 550	Class location:	HA 254
Session, term, period:	2021W, Period 2	Class times:	Tue & Thu @ 8-10 am
Section(s):	MM1	Pre-requisites:	n/a
Course duration:	Nov 1 to Dec 11, 2021	Co-requisites:	n/a
Division:	OBHR		
Program:	MM		

INSTRUCTOR INFORMATION

Instructor:	Irene Kim, Ph.D	Office location:	HA 684C
Phone:	N/A	Office hours:	By appointment via email
Email:	irene.kim@sauder.ubc.ca		

COURSE DESCRIPTION

BAHR 550 is the introductory core course in Organizational Behavior (OB). The primary objective of this course is to teach you about the effects of organizational structures and interpersonal processes on the behavior 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

Typical use of class time will include lecture, exercises, cases, and discussion). Students are also expected to read the corresponding chapters of the textbook.

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:

1. To develop an understanding of key Organizational Behavior concepts and how they apply to any setting.
2. To improve team-working skills by gaining an appreciation of team dynamics and working on several assignments, exercises and a presentation together.
3. To improve communication skills by understanding how we interpret information, writing assignments and presenting.
4. To understand how organizations are structures, and the consequences of organizational design and culture.

- To introduce personal leadership and apply specific lessons that can help fulfill your leadership potential.

LEARNING MATERIALS

Required: Textbook: **Organizational Behavior**

Publisher: Open Textbook Library, University of Minnesota

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

You can read this textbook online or download in PDF.

Required: Textbook: **Organizational Behavior**

Publisher: Open Textbook Library, Rice University

Available free online: <https://open.umn.edu/opentextbooks/textbooks/organizational-behavior-2019>

You can read this textbook online or download in PDF.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Attendance & Participation	15%
Midterm Quizzes	40%
Group Movie Project	15%
Final Paper / Mind Map	30%
Total	<u>100%</u>

Details of Assessments

Attendance & Participation (15%)

Every student is expected to attend all classes in full as specified by RHL Graduate School Attendance & Tardiness Policy. In order to achieve top marks for participation, a student must: attend the class regularly, participate in the class activities and discussions (by asking questions or making comments), and 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. Attendance and participation will be monitored through instructor observation of student contribution in group activities and/or class discussions and student self-evaluations at the end of each class.

Midterm Quizzes (40%)

There will be two midterm quizzes (20% each) throughout the term, totaling 40% of your overall grade. These will be set up on Canvas and will include short answer questions, multiple choice, or fill-in-the-blanks. **Missing quiz = 0 grade.**

Group Movie Project (15%)

The group movie project will be in the form of a written report (7.5%) and a presentation (7.5%). Instructor will randomly assign students into a group to complete this assignment. Members will share

equally in the rewards, which will be the marks assigned for the written report and presentation. It is the group's responsibility to work its members to assure that everyone is contributing adequately.

This project entails watching a movie and applying the concepts and knowledge gained in OB to identify the topics/themes in the movie that are relevant to OB. Each team will prepare a written report and presentation.

Written Report: The written report should be no more than 3 pages (excluding bibliography and/or references list). Line spacing should be double-spaced. All reports are due online in PDF format via Canvas Assignments on due date.

Presentation: Each team will be required to deliver a 10-15minute presentation on their project at the end of the term. All presentation slides are due online in PDF format via Canvas Assignments on due date. Groups will also record their presentations asynchronously using Zoom (while "sharing" their slides on Zoom).

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 the term based on peer evaluations. You will be asked to submit peer evaluations as a team. Further details on the group project will be provided in class and posted on Canvas. Late submissions will NOT be accepted, and will receive **0 grade for the whole group**.

Final Paper / Mind Map (30%)

Over the term, students will be introduced to many diverse organizational behavior concepts, theories, 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 Assignments near the end of the term (full details will be provided).

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**. 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 your request is 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 Behavior, students are expected to arrive for classes and activities on time and fully prepared.

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.

COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible Covid-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

COVID-19 Safety in the Classroom:

Masks: Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term "masks" refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for Covid-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise,

your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

Seating in class: To reduce the risk of Covid transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding Covid-19 protocol on campus: <https://students.ubc.ca/campus-life/returning-to-campus>

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.

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.

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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. Any lecture materials and recordings are for the sole use of the instructor and students enrolled in the class. **In no case may the lecture materials/recordings or part 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.

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.

COURSE SCHEDULE

Subject to change

Class	Date	Topics	Readings or Activities	Assessments due
1	Nov 2 (Tue)	Introduction to OB & Personality	Minnesota PDF: pp. 14-22; 27-31; 103-113 Rice PDF: pp. 17-40; 50-54	Introduction Survey due by 5pm Nov 3 (Wed)
2	Nov 4 (Thu)	Learning & Perceptions, Attributions, and Diversity	Minnesota PDF: pp. 119-127; 49-67 Rice PDF: pp. 105-129; 73-91;	
3	Nov 9 (Tue)	Values, Attitudes, and Work Behaviors	Minnesota PDF: pp. 100-102; 142-149 Rice PDF: pp. 58-62; 91-97	
4	Nov 12 (Fri)	Groups and Teamwork	Minnesota PDF: pp. 371-380; 391-394; 404-405 Rice PDF: pp. 302-305; 334-346	Midterm Quiz 1 Nov 13 (Sat)
5	Nov 16 (Tue)	Work Motivation	Minnesota PDF: pp. 175-203; 218-236 Rice PDF: pp. 209-248	

6	Nov 18 (Thu)	Leadership	Minnesota PDF: pp. 501-540 Rice PDF: pp. 383-414	
7	Nov 23 (Tue)	Conflict & Stress	Minnesota PDF: pp. 407-411; 420-432; 269-278 Rice PDF: pp. 591-614	
8	Nov 25 (Thu)	Decision Making	Minnesota PDF: pp. 465; 478-481; 483-486 Rice PDF: pp. 185-192; 199-202	Midterm Quiz 2 Nov 27 (Sat)
9	Nov 30 (Tue)	Negotiation	Minnesota PDF: pp. 435-445 Rice PDF: pp. 469-474	
10	Dec 2 (Thu)	Power and Politics & Communication & Organizational Culture and Change	Minnesota PDF: pp. 567-574; 628-638; 650-684	Group Movie Project due by 11:59pm Dec 2 (Thu) <ul style="list-style-type: none"> • Written Report • Presentation
xx	Dec 5-11	Exam Week		Final Paper/Mind map