

COURSE INFORMATION

Course title:	ORGANIZATIONAL BEHAVIOUR		
Course code:	BAHR 550	Credits:	1.5
Session, term, period:	W21 Term 1 Period 1	Class location:	Section 001: Henry Argus 133 Section 002: Henry Argus 132
Section(s):	001 & 002	Class times:	Monday and Wednesday Section 001: 10:00AM-12:00PM Section 002: 2:00PM-4:00PM
Course duration:	Sep. 7 to Oct. 16, 2021	Pre-requisites:	None
Division:	OB/HR	Co-requisites:	None
Program:	FT-MBA		

INSTRUCTOR INFORMATION

Instructor:	Pat Reilly, Ph.D		
Phone:	604-822-8370	Office location:	Henry Argus 662
Email:	pat.reilly@sauder.ubc.ca	Office hours:	By Appointment through Zoom
Teaching assistant:	Kaimin (Kai) Chan		
Office hours:	By Appointment		
Email:	email.kaiminchan@gmail.com		

COURSE DESCRIPTION

People can be your organization's greatest asset or its greatest liability. The difference between these two ends is often how people are managed. As managers, you are responsible for coordinating groups of individuals around a collective goal. Doing this effectively can allow you to fully leverage you and your coworkers' technical knowledge and personal strengths. However, this can be a complicated task. Knowledge and familiarity with organizational behaviour concepts and the ability to apply them can enable you to overcome the persistent challenges involved in this endeavor. This class is designed to help you to realize and overcome these obstacles and be a more effective manager.

This course is designed to help you analyze organizational problems critically and from multiple perspectives. It will cover various topics that address common challenges, issues, and problems that managers may face as leaders and/or team members. You will become acquainted with frameworks to address these issues effectively, and you will develop a repertoire of knowledge and strategies to motivate others, make more sound decisions, think critically, be a better collaborator, respect others' perspectives, and diagnose problems and possible conflicts. Furthermore, you will develop the resources and awareness to ascertain your personal strengths, vulnerabilities, and values as a manager and colleague.

COURSE FORMAT

This course is an active learning environment focused on preparing you to manage and lead at your best. Its content is grounded in theory, empirical evidence, and case analysis. Course sessions will be based around interactive discussions and practical activities related to the course content. The purpose of this course is to provide you an avenue to understand your personal strengths and vulnerabilities through feedback while developing your organizational behaviour knowledge and management craft through practice, rumination, and reflection.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. To enhance understanding of the key elements of organizational behaviour, which are useful for analyzing and resolving workplace situations or organizational performance
2. To strengthen your analytical abilities and your capacity to understand, predict, and manage the behaviour of individuals and teams in your organization
3. To develop greater knowledge to lead and manage yourself and others
4. To stimulate your commitment to a specific, challenging, and ongoing process of personal growth
5. To develop respect for coworkers' abilities and perspectives and competencies in providing and receiving constructive feedback

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Pre-Course Reflection and Survey	10%
Team Activity Reflection	10%
Personal Power Diagnostic	10%
Group Case Presentation	20%
Final Reflection Paper	30%
Class Contribution and Professionalism	20%
Total	100%

Details of Assessments

1. Pre-Course Reflection and Survey (September 7, 9:00AM through Canvas)

You will complete a relatively brief survey where you will provide helpful information for me to optimize your class experience and to express your expectations for the course. The latter will prove helpful for your final reflection paper. This survey will be graded for completion.

2. Team Activity Reflection (September 13, 10:00AM through Canvas)

You should do a 2 page double-space reflection on the teamwork activity done during the September 9 class session. What did you discover? How did your team succeed? How did your team shift its strategy? Why did Professor Reilly even have us do this silly activity, and how does it relate to this course? The rubric will be provided on Canvas.

3. Personal Power Diagnostic (September 20, 10:00AM through Canvas)

Following the model presented by Long Lingo and McGinn, you will do an inventory of your sources of personal power. Please orient this assessment to a specific goal, aspiration, or context. The written part should be 2 double-spaced pages. I do encourage you to be creative in your presentation of you inventory. The rubric will be provided on Canvas.

4. Group Case Presentation (October 6, in-class; slides due on canvas when class begins)

In this group case presentation, you will apply the conceptual knowledge that you developed in this course to address a short-term and long-term issue at a company where one of your group members previously worked. This could be response to a present, persistent problem or long-term shifts in technology, consumer tastes, or socio-political dynamics. Your presentation should explicitly integrate

some concepts from the course. Your group will do a 10-minute pitch presentation with a PowerPoint slide-deck, which you will submit. Details and rubric will be provided on Canvas.

5. Final Reflection Paper (October 13, 11:59PM Pacific Time through Canvas).

The purpose of your final reflection paper and mind map is to chart a longer-term vision and short-term road map for your personal development. Revisit your initial expectations and the goals from the class and assess how you can apply course concepts in addressing your vulnerabilities, accentuating your strengths, overcoming possible challenges, and attain your personal aspirations. Details will be posted on Canvas.

6. Class 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. This component of the grade is not based upon the *quantity* of your contributions but, rather, the *quality* of your contributions.

LEARNING MATERIALS

Required:

Course Reader, available through Harvard Business Publishing (readings and cases from the course reader will be annotated on the syllabus as READ)

Additional readings and audio/visual materials will be available on the Canvas site (annotated on the syllabus as CAN)

Estimated cost of required materials: \$100

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. The only exception to this policy is when a student has an academic concession from the RHL Graduate School program office. Requests for regrading must be made to the professor directly, who will conduct a review of the grade. While a regrade may detect and correct deductions made in error, the professor may spot missed deductions that may lead to a grade that is lower than the original mark.

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](#).

Other Course Policies and Resources

Students that join the course during the drop/add period will not be penalized for their later enrollment. However, I do expect that they completely cover any work or readings that occurred in the period prior to their enrollment.

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.

Electronic Devices

In-Person Regulations

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.

On-Line Lecture Regulations

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 program/website for an in-class activity. Feedback from students indicates that personal devices are 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.

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>

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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 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 x^wməθk^wəyəm (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 might be taught using Zoom for office hours.

Currently, this course will be done in-person. However, there may be changes to this format due to public health directives from the University of British Columbia or the Province of British Columbia. The professor will promptly alert you to any changes to the course format and policies if we must shift to on-line instruction.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
1	September 7	Introduction to OB	<ul style="list-style-type: none"> • Barker, <i>HBR</i>, “No, Management is Not a Profession” [READ] • Khurana and Nohria, <i>HBR</i>, “It’s Time to Make Management a True Profession” [READ] • Case: Rob Parson at Morgan Stanley 	Pre-Course Survey/Reflection
2	September 9	Teamwork	<ul style="list-style-type: none"> • Haas and Mortensen, <i>HBR</i>, “The Secrets of Great Teamwork” [READ] • Hackman, <i>HBR</i>, “Six Common Misperceptions About Teamwork” [READ] • Greer, “Flattening Hierarchy in Healthcare Teams,” Video [CAN] 	
3	September 13	Creativity	<ul style="list-style-type: none"> • Amabile and Khaire, <i>HBR</i>, “Creativity and the Role of the Leader” [READ] • <i>WorkLife Podcast</i>, “The Daily Show’s Secret to Creativity” [CAN] • Perry-Smith, “What Helps Unlock Our Inner Creativity”, Video [CAN] • Case: Eico, Designed in China [READ] 	Team Activity Reflection

COURSE SCHEDULE (CONT’D)

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
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4	September 15	Cognitive Traps and Decision Making	<ul style="list-style-type: none"> • Hammond, Keeney, and Raiffa, <i>HBR</i>, "The Hidden Traps in Decision-Making" [READ] • <i>WorkLife Podcast</i> "How to Rethink a Bad Decision" [CAN] • Case: Mount Everest-1996 [READ] 	
5	September 20	Power and Influence	<ul style="list-style-type: none"> • Long Lingo and McGinn, <i>HBR</i>, "A New Prescription for Power" [READ] • <i>NPR Fresh Air</i> "Biographer Robert Caro on Fame..." [CAN] • Korkki, <i>New York Times</i>, "The Win-Win Way to Play Office Politics" [CAN] • Case: Heidi Roizen [READ] 	Personal Power Diagnostic
6	September 22	Motivation	<ul style="list-style-type: none"> • Kerr, <i>AoM Executive</i>, "On the Folly of Rewarding A, While Hoping for B" [CAN] • Pfeffer, <i>HBR</i>, "Six Dangerous Myths About Pay" [READ] • Tokumitsu, <i>Jacobin</i>, "In the Name of Love" [CAN] • Case: Shivani Carriers Pvt. Ltd. 	
7	September 27	Organizational Culture	<ul style="list-style-type: none"> • Schein, <i>Training and Development Journal</i>, "What You Need to Know About Organizational Culture" [CAN] • <i>WorkLife Podcast</i>, "The Fall of WeWork" [CAN] • Case: Tony Hsieh of Zappos [READ] 	
8	September 29	Conflict Management	<ul style="list-style-type: none"> • Edmondson and Smith, <i>California Management Review</i>, "Too Hot to Handle?..." [CAN] • Wetlaufer, <i>HBR</i>, "Common Sense and Conflict" [READ] • Case: Bret Hart and the World Wrestling Federation [READ] 	

COURSE SCHEDULE (CONT'D)

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
9	October 4	Organizational Change	<ul style="list-style-type: none"> • Kotter, <i>HBR</i>, "Leading Change: Why Most Transformation Efforts Fail" [READ] • Neeley, <i>HBR</i>, "15 Questions About Remote Work, Answered" [READ] 	
10	October 6	Applied Innovation Plans		Group Presentations
Final	TBD			Final Reflection Paper