

COURSE INFORMATION

Course title:	Organizational Behavior	Credits:	1.5
Course code:	BAHR 550	Class location:	Section 001: Henry Angus 254 Section 002: Henry Angus 132
Session, term, period:	W22 Term 1, Period 1	Class times:	Monday and Wednesday Section 001: 10 am – 12 pm Section 002: 2 pm – 4 pm
Section(s):	001 and 002	Pre-requisites:	None
Course duration:	6 Sep – 5 Oct, 2022	Co-requisites:	None
Division:	OBHR		
Program:	FTMBA		

INSTRUCTOR INFORMATION

Instructor:	Jon Evans, Ph.D.	Office location:	Henry Angus 665
Phone:	604-822-9571	Office hours:	Mon and Wed, 4:30 pm – 5:30 pm, or by appointment
Email:	jon.evans@sauder.ubc.ca		

Teaching assistant:	Section 001: TBD Section 002: TBD
Email:	Section 001: TBD Section 002: TBD

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 behavior knowledge and management craft through practice, rumination, and reflection.

LEARNING OBJECTIVES

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

1. To enhance understanding of the key elements of organizational behavior, 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 behavior of individuals and teams in your organization.
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>
Class contribution	15%
Weekly assignments	20%
Group project	30%
Individual research paper	35%
Total	<u>100%</u>

Details of Assessments

1. Class contribution

Your contribution mark 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. At the end of each session, you will be asked to reflect on what you learned and additional questions you have. This will be submitted on Canvas. You will be given time in class to complete this. The quality of your effort on these reflections will be included in your participation mark.

2. Weekly assignments

There will be three short, self-directed assessments throughout the course. You will see these in the syllabus. Each assignment requires you to listen to a podcast and reflect on the material presented. On objective of these assignments is to introduce you to additional resources relevant to course content, and they are oriented towards inviting you to apply OB concepts to your work and personal life.

3. Group project

You will be assigned a team before Class #5 (12 Sep). As a team, you are required to learn about OB beyond the classroom, and apply it in one of several formats that will require a team presentation and a written submission. This project will take one of three possible formats:

1. Workshop: You will run an educational workshop on an OB topic not covered in class.
2. TEDx Talk: You will give a TEDx style talk to debunk a common myth using OB research.
3. Consultancy: You will find an organization with a real problem, and using OB knowledge, analyze the problem and offer solutions for it.

NOTE: This is one assignment, with two deliverables.

Deliverable one: Your team will deliver a 15-minute presentation to the class on Wed, 5 Oct. This presentation will give you the opportunity to more deeply learn about and communicate a particular topic of your choice to further educate the rest of the class. The presentation will be graded by the instructor, but classmates will also offer written feedback to your team for developmental purposes (and you as audience member will be providing feedback to the teams you watch). These peer assessments will not impact marks but they are designed to help you improve your skills. Details are provided on Canvas.

Deliverable two: Your team will submit a paper that supports your presentation. This written assignment is not a traditional paper, but rather a written version of your class presentation and justification of the assertions made in your presentation. Details are provided on Canvas.

4. Individual research paper

You will have an opportunity to explore an OB topic that interests you, and present it in a well-investigated, properly cited and clearly written paper. Details are provided on Canvas.

LEARNING MATERIALS

Required: Assigned readings are made available through Harvard Business Publishing (coursepack link: <https://hbsp.harvard.edu/import/973906>).

Additional readings will be available on the Canvas site (annotated on the syllabus as CANVAS)

Estimated cost of required materials: \$90

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 remarking must be made to the professor directly, who will conduct a review of the mark. While a remark may detect and correct deductions made in error, the professor may spot missed deductions that may lead to a mark 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](#). 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.

Code Plagiarism

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

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.

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.

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 xʷməθkʷəy̓əm (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 with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
1	Tue, 6 Sep (Section 001) Wed, 7 Sep (Section 002)	Introduction to OB	<ul style="list-style-type: none"> • “It’s Time to Make Management a True Profession” (CANVAS) • “No, Management is Not a Profession” (CANVAS) 	
2	Wed, 7 Sep (section 001) Fri, 9 Sep (Section 002)	Stress	<ul style="list-style-type: none"> • “Coping With the Stresses and Emotions” • “Emotional Agility” • “Why You Should Make Time for Self-reflection (Even if You Hate Doing It)” 	
3	Mon, 12 Sep	Motivation	<ul style="list-style-type: none"> • “On the Folly of Rewarding A, While Hoping for B” (CANVAS) • “Six Dangerous Myths About Pay” • “Happiness Traps: How We Sabotage Ourselves at Work” 	Procrastination assignment (9 am)
4	Wed, 14 Sep	Trust, Justice, Ethics	<ul style="list-style-type: none"> • “Creating and Sustaining Trust in Virtual Teams” • “What Happened to Civility? Understanding Rude Behavior Through the Lens of Organizational Justice” 	

5	Mon, 19 Sep	Power, Negotiation	<ul style="list-style-type: none"> • “A New Prescription for Power” • “Change the Way You Persuade” • “The View from the Other Side of the Table” 	Mistakenly seeking solitude assignment (9 am)
6	Wed, 21 Sep	Teams, Part 1	<ul style="list-style-type: none"> • “The Secrets of Great Teamwork” • “Six Common Misperceptions About Teamwork” 	
7	Mon, 26 Sep	Teams, Part 2	<ul style="list-style-type: none"> • Case: “The Army Crew Team” 	Healthy decision-making assignment (9 am)
8	Wed, 28 Sep	Decision-making	<ul style="list-style-type: none"> • Simulation: “Everest” 	
9	Mon, 3 Oct	Organization Change	<ul style="list-style-type: none"> • “Leading Change: Why Transformation Efforts Fail” • “Helping People Adapt: Strategies to Help Reduce Stress and Anxiety” 	
10	Wed, 5 Oct	Team Presentations		Team presentations (9 am) Team paper (midnight)
Final	Wed, 12 Oct			Individual research paper (midnight)