



COM 220 Sec A01 Organizational Behaviour

Fall 2021 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	<i>Monday and Thursday 11h30-12h50</i>
Location	David Turpin Building A110
Instructor:	François Bastien PhD
Office:	BEC 474
Office hours:	<i>Wednesday 13h00-15h00 on Zoom. Students must make an appointment via email.</i> Zoom Link: https://uvic.zoom.us/j/82380866004
Email:	fbastien@uvic.ca

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Online Orientation – All students registered in a class at the Gustavson School of Business are expected to complete our [online orientation course](#) on BrightSpace prior to attending class for the first time.

Introduction:

I am a new hire (2020) and my story begins in Wendake. As a Huron-Wendat, I have worked with various Indigenous organizations such as the First Nations Educational Council (FNEC) in Wendake, Kiuna College in the Abénaki community of Odanak and Maskwacis Cultural College within the Four Nations of Maskwacis. While working with these communities, I observed various incongruities between Indigenous ways of organizing and contemporary colonial models. Throughout my PhD at HEC Montréal, my limited term appointment (LTA) at the John Molson School of Business, my work as an Assistant Professor at the University of Alberta (Augustana Campus) and now as an Assistant Professor at the Peter B. Gustavson School of Business, I have noticed a shared struggle to decolonize and Indigenize. My research work focuses on Indigenous knowledges, Indigenous management, Indigenous organizing and indigenization. I am currently sitting on the editorial review board for the Academy of Management Learning & Education.

Texts and Resources:

McShane, S., Steen, S., & Tasa K. (2018). *Canadian Organizational Behaviour* (11th ed.). Toronto, Canada: McGraw-Hill Ryerson.

ISBN: 1260326853 · 9781260326857

Course Objectives and Description:

This course will introduce students to behavioural concepts and tools that assist the manager in both understanding behaviour in organizations and improving organizational effectiveness. Topics include individual motivation, perception and communication, managerial roles, schools of management theories, group processes and teamwork, leadership, supervision and introduction to organizational structure, processes and culture.

The course objectives are to:

- Discuss current OB concepts and their relatedness
- Analyze OB concepts critically in their utility, applications, and limitations
- Diagnose and solve organizational problems by integrating course material
- Communicate ideas related to OB, both orally and in writing
- Collaborate effectively on team projects

Course Format:

Students are expected to attend all scheduled classes. Readings must be done prior to class and students are expected to arrive in time. In other words, you must be ready to discuss course content as per the course schedule since you share responsibility for the learning outcomes that takes place in this course.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight	Description
COM 220: Exam	Individual	Final Exam	TBA Exam Period	25%	See Course Assessment section
COM 220: Exam	Individual	Midterm Exam	10/07/2021 11h30-12h50 In class	15%	See Course Assessment section
COM 220: Assignment	Group	Thought Assignment	11/15/2021 In class	15%	See Course Assessment section
COM 220: Group Project	Group	Group Project Proposal	10/21/2021 In class	15%	See Course Assessment section
COM 220: Group Project	Group	Group Project	12/02/2021 In class	25%	See Course Assessment section
COM 220: Participation	Individual	Participation	Throughout the Semester	5%	See Course Assessment section
Total				100%	

If you disagree with the assessment received on a grade component, you may request, in writing, that the work be reviewed. You need to cite why you think that it deserves a different grade, based on your work, relevant course materials and the assignment's grading rubric. Note that I may choose to review the work in its entirety, not just the portion in question and that the review may lead to a higher, lower or unchanged grade.

Course Experience Survey:

The Gustavson School of Business and its instructors value your feedback. As with all of our courses, you will be asked to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the School make improvements for students in the future.

Given the importance of your feedback, class time will be dedicated to completing the online survey. When accessing the survey, you will need to use your UVic Netlink ID, which can be done on your laptop, tablet or mobile device. As well, toward the end of the term, you will receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey.

Course Assessment:

Exams

There are two exams, each of which will examine your knowledge and understanding of the textbook, supplemental articles, and in-class materials. The format of the exams will combine multiple-choice and true-false questions with short essay and/or case questions. The Midterm Exam will examine the material presented prior to 10/07/2021 and is worth 15% of your course grade. The Final Exam will cover materials from the entire semester (i.e., it is cumulative) and is worth 25% of your course grade. The Final Exam will be scheduled during the university's exam period. If you miss an exam, you will receive a grade of zero unless you notify me ahead of time and have a legitimate, documented excuse (i.e., illness, accident, or family emergency only).

Thought Assignment

Each Group (~4 members) is required to submit one Thought Assignment on 11/15/2021. A Thought Assignment is a short (maximum 6 pages, double spaced, typed) demonstration of a group's capacity to work together with and think creatively about concepts from the course, independent of thoughts already presented or introduced by me or the readings. However, ideas presented in class or in the readings may be points of departure for your Thought Assignment. Groups are also encouraged to relate concepts from this course to concepts from other courses.

A Thought Assignment may take one of the following forms, or genres:

- Exploration of the logical consequences of an idea
- Debate and attempt to reconcile two apparently discordant ideas
- Application of ideas in the context of world/local events, a specific organization, or public policy

Some Thought Assignments raise questions; others attempt to provide answers or, at least, propositions. Some Thought Assignments deliberately reveal personal values, emotions and beliefs while others are more objective and less personal. Good Thought Assignments are analytical—seeking to explore or explain phenomena, poor Thought Assignments tend to be merely descriptive. Good Thought Assignments are also unique and creative; they do not merely rehash, repackage, or summarize what was covered in the readings or prior class discussions.

In short, the critical thing about Thought Assignments is that they must be original expressions and demonstrations that each group has gone beyond the materials presented by the course content and has done something creative and original with that content. It is assumed that each Thought Assignment, when it is submitted, is an expression of the group's creativity and insight. Ideas that are not those of the author/student must be professionally referenced in some consistent manner so that credit can accrue to the original sources involved. Students must use APA formatting and style.

Each Thought Assignment must be well written and presented in best professional style. Marks will be deducted for sloppy grammar, construction or physical appearance. The topic questions for the Thought Assignment will be announced during the term, one week or so prior to the submission dates. The Thought Assignment is worth 15% of the final grade.

Group Project

Each group (~4 members) will choose a movie or an episode of a workplace TV show for which they will identify the major issues(s)/findings and present their recommended solution/course of action in a report to me and in a presentation to the class.

The nature of the chosen movie or TV-episode must satisfy the following qualities:

- Happen or be closely related to the workplace environment
- Be rich in its potential for students to analyze using OB concepts they have learned in class

Groups will be formed on 09/20/2021. In order to make sure that you are on track, each group must submit a Group Project Proposal on 10/21/2021. The movie or TV-episode choices are on a first-come, first-served basis, therefore I recommend you come see me early on with your ideas! The Group Project Proposal is 4 pages (maximum) and must include the following items:

- The chosen movie or episode: name of the movie or name of the TV series, name of the episode, the season in which it appears
- A brief description of the movie or specific episode chosen
- The presentation of potential major OB issues in the episode and how you might analyze it (you are expected to look ahead in the chapters to look for relevant material)
- A justification of why this episode is relevant to OB
- A working link to the TV episode / movie you have chosen

Groups will also be required to submit a final Group Project on 12/02/2021. The following steps should help you in your analysis.

[Ideas drawn from Tompkins, T.C. (2001). Cases in management and organizational behavior (vol. 1). Upper Saddle River, NJ: Prentice Hall.]

1. List the facts. Sometimes, it helps to list the facts chronologically or in relation to key characters, or in some systematic way to check for areas that are unclear, such as facts that are ambiguous or differences of opinion in the group. By listing the facts, you get a sense of the whole case (i.e. helps in the orientation).
2. Make inferences about the facts. From the facts, what kinds of assumptions do you make? It is important to state your inferences so that others may evaluate whether they agree with you, based on their own interpretation of the facts. Please note that inferences are 'tentative probability statements' that might be a basis for deciding on a subsequent course of action.
3. What is the problem, and why? After identifying the problem(s), try to articulate why they exist. This may lead to an even more critical or basic problem. The obvious problem of the problem stated by the company, team, or character(s) in the case might not be the actual problem that needs solving; it may be a symptom. Also, bear in mind that every problem leads to some implication(s) (i.e. consequence(s)) if it is not solved. Finally, keep in mind that there might also be multiple causes for a problem.
4. Brainstorm possible solutions to the problem. Take some time to generate a sizeable quantity of solutions, and don't evaluate them until you've generated a sizeable amount.
5. Make a decision and provide a rationale for it. Clearly articulate what your decision is, the possible consequences, and why you selected the decision. Do not forget to specify any assumptions made. List the positive consequences and possible negative consequences of your decision. Ask yourself what might happen if you implemented this solution.
6. "Lessons learned" from the episode / movie. What course concepts were supported or refuted? Are there any new concepts that are suggested by your analysis? Does the way the characters behave follow what we have learned in this class?

The Group Project must include a maximum of 12 double-spaced pages. Students must use APA formatting and style. The Group Project Proposal and the Group Project combine for 40% of your final grade. Details on the evaluation criteria for the Group Project will be presented in class prior to the submission date.

Participation

Participation contribution is worth 5% of your course grade. This course emphasizes discussion and exercises, and hence you share responsibility for the learning that takes place. Success is partly dependent on your preparedness for participation and the contribution your participation makes to our activities. Thus, you should ensure that you are in a position to discuss assigned readings in class and/or engage constructively in case analysis. I will keep on-going record of your participation during the term based on my observation of the quantity and, in particular, the quality of your contributions.

For those students who are less comfortable speaking in front of others, you should take this opportunity to improve your skills and participate. However, I will also provide an additional outlet for demonstrating contribution. Students can participate in the discussion post-hoc by posting comments on the discussion board. Following each class, all students will have until the next day to post additional contributions to any discussions or debates we have had, or otherwise share information that is pertinent to the previous day's topic or that relates to prior postings. Only contributions made within 24 hours of our class time will be considered valid for credit toward participation contribution.

Evaluation of your class participation will be based on the following criteria:

- Raising and answering questions
- Sharing ideas, insights, and feelings
- Sharing personal experiences and observations
- Sharing relevant examples from industry and practice
- Relating and synthesizing ideas of others
- Providing constructive feedback on the learning climate and processes
- Helping others develop their views and ideas
- Pointing out relationships to earlier discussions

Note on Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Note on Late Work: In the absence of a medical or family emergency there will normally be a grade penalty of **10%** for each day an assignment is late. Exams cannot be retaken without a legitimate, documented excuse (i.e., illness, accident, or family emergency only).

Note on Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending and participating in an online synchronous session is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Grading Scale:

Graded material in this course will be marked and reported to the Registrar using percentages. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative). The following table demonstrates the equivalent letter grades:

Percentage Range	Grade s	Grade Point Value	Description
90 – 100	A+	9	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
85 – 89	A	8	
80 – 84	A-	7	
77 – 79	B+	6	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
73 – 76	B	5	
70 – 72	B-	4	

65 – 69	C+	3	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
60 – 64	C	2	
50 – 59	D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
0-49	E		Conditional supplemental
0-49	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

“N” (incomplete) grades: All graded components must be completed or you will receive a failing grade of N (grade point value of 0).

Please note: Students completing or planning to complete a Business minor require a minimum grade of C+ in each of the fundamental courses: Com 202, Com 220, Com 240, Com 250 and Com 317.

Final course grades are official only after they have been approved by the Program Director and may be subject to change up until that point.

Academic Integrity:

As our programs help to create business and government leaders, the Peter B. Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student’s record in the Registrar’s office.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor’s consent and cannot sell or profit from the instructor’s intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the [Standards of Professional Behavior](#) on the Gustavson website for details.

Schedule Summary:

Title	Type	Date	Description	Submission
COM 220: Introduction	Course outline	09/09/2021 11h30-12h50	Introduction to Com 220	
COM 220: Chapter Reading	Chapter 1	09/13/2021 11h30-12h50	What is Organizational Behavior?	
COM 220: Chapter Reading & Project Proposal Requirements	Chapter 2	09/16/2021 11h30-12h50	Behavior, Personality and Values Group Project Proposal Requirements	
COM 220: Chapter Reading & Group Formation	Chapter 3	09/20/2021 11h30-12h50	Perceptions in Organizations Group Formation	
COM 220: Chapter Reading	Chapter 5	09/23/2021 11h30-12h50	Foundations of Employee Motivation	
COM 220: Reading Article 1	Article 1: F. Herzberg	09/27/2021 11h30-12h50	One More Time: How Do You Motivate Employees?	
09/30/2021 National Day for Truth and Reconciliation				
Com 220: Review	Chapters 1,2,3,5 & Article 1	10/04/2021 11h30-12h50	Review Midterm Content	
COM 220: Midterm	Exam	10/07/2021 11h30-12h50	Midterm Exam	Midterm Exam
10/11/2021 Thanksgiving				
COM 220: Chapter Reading & Review Project Proposal Requirements	Chapter 7	10/14/2021 11h30-12h50	Decision-making and Creativity Review Project Proposal Requirements	
COM 220: Chapter Reading	Chapter 8	10/18/2021 11h30-12h50	Team Dynamics	
COM 220: Group Consultation & Project Requirements		10/21/2021 11h30-12h50	Group Consultation & Progress Report Project Requirements	Group Project Proposal
COM 220: Chapter Reading	Chapter 9	10/25/2021 11h30-12h50	Communicating in Organizations	
COM 220: Chapter Reading	Chapter 9	10/28/2021 11h30-12h50	Communicating in Organizations	
COM 220: Chapter Reading	Chapter 10	11/01/2021 11h30-12h50	Power in Organizations	
COM 220: Reading Article 2 & Assignment Posting	Article 2: H. Mintzberg	11/04/2021 11h30-12h50	The Manager's Job Thought Assignment Question	
COM 220: Chapter Reading	Chapter 12	11/08/2021 11h30-12h50	Leadership in Organizational Settings	
11/11/2021 Reading Week / Remembrance Day				
COM 220: Reading Article 3	Article 3: R. Tannenbaum & W. Schmidt	11/15/2021 11h30-12h50	How to Choose a Leadership Pattern	Thought Assignment

COM 220: Group Consultation & Question Period		11/18/2021 11h30-12h50	Group Consultation & Progress Report	
COM 220: Chapter Reading	Chapter 13	11/22/2021 11h30-12h50	Designing Organizational Structures	
COM 220: Chapter Reading & Review Project Requirements	Chapter 14	11/25/2021 11h30-12h50	Organizational Culture Review Project Requirements	
COM 220: Chapter Reading & Reading Article 4	Chapter 15 Article 4: C. Handy	11/29/2021 11h30-12h50	Organizational Change The Sigmoid Curve and the Paradox of Success	
COM 220: Review	All materials	12/02/2021 11h30-12h50	Review Final Exam Content	Group Project

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

New for 2021! The Gustavson School of Business Gill Graduate School is launching a new Master of Management (MM). Students completing the Gustavson business minor are well positioned for this new 12-month post graduate degree as it will leverages the skills and expertise you've developed in both your non-business undergraduate program and business minor courses and build upon them. The MM program is designed to give you tools to effectively collaborate, diagnose and address complex organizational problems that you will face as you enter the professional workforce.