

**Psychology 332: Organizational Behaviour
Fall 2021**

University of Toronto, St. George
Lectures Fridays 12:10 pm – 2:30 pm EST
In-person @ Sid Smith 1086
Live-streamed and recorded on Zoom
Zoom: <https://utoronto.zoom.us/j/8764037208>, Passcode: psychology

	Instructor	Teaching Assistants
Name:	Dr. William Ryan (Will)	Samantha Stranc
E-mail:	ws.ryan@utoronto.ca	sam.stranc@mail.utoronto.ca
Office Hours:	<p>“Classroom Hours”: Fridays 2:30-3pm EST</p> <p>Online Office Hours: To be held on Gathertown Tuesdays 5-6 pm & Fridays 3-4 pm EST and by appointment over zoom (email Will to schedule this)</p>	By Appointment

Description, Goals, & Prerequisites

Course Overview: This course aims to provide students with an overview of research and theory in the applied field of organizational psychology. The course targets those who want to understand psychology applied to the work setting at the individual, group, and organizational levels. Some of the specific topics we will address include: teamwork, leadership, occupational health and wellness, decision-making, communication, organizational development and change, and more!

Intended Learning Outcomes:

By the end of this course you should be able to:

1. Develop an understanding of how people behave in teams and organizations.
2. Understand the basic concepts and foundational theories in organizational behaviour.
3. Learn how to evaluate research and theory on people, teams, and organizations.
4. Apply research and theory to develop your own professional skills

Note about prerequisites: PSY201H1 (or exclusion), PSY220H1/PSY230H1. It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. No waivers will be granted.

To complete this course all students require the ability to use Canvas. Students wishing to participate in the synchronous discussions require a working microphone and webcam and the ability to access zoom.

Course Structure

This is technically an “in-person” course and is listed on the course timetables as such. That said, if needed or desired you can complete all components and succeed in this course without attending any in-person sessions. All course content and all assessments can be accessed and completed remotely (either synchronously or asynchronously as desired). This is to allow students maximum flexibility in completing the course. However, for those who are interested, this course also includes ample opportunities for in-person and other synchronous interaction with both the professor and your peers.

This syllabus describes the different ways that students can participate in the course. Please read this carefully and select the options that work best for you. To summarize, here is what a typical week in the course will look like:

Each week:

Required:

- Up to, but no more than 3 hours total of content including lecture, required videos, and discussion. These can be viewed in-person or online (synchronously or asynchronously).
- 2 – 3 required readings and podcasts
- Work on term paper assignment

Optional:

- Weekly Survey to ask any questions, identify points of confusion, and provide feedback
- Exercises & Discussions (some weeks)
- Additional videos, readings, and surveys will also be posted for students interested in learning more about various topics.
- Attending office hours

Course Requirements & Marking Scheme

Your grade in this course will be based on your performance on two tests (a midterm and a final assessment), a three-part project on organizational knowledge, skills, and abilities, and optional weekly(ish) exercises. Details regarding each assignment are provided in the sections below.

Assessment	Weight	Due Date(s)
Discussion Groups & Exercises (optional)	8% or 0%	Multiple dates (see course calendar)
KSA Data Collection	2%	Oct 1st
Midterm Assessment 1	14%	9am EST on Oct 7th to 11:59 pm EST on Oct 9th

Midterm Assessment 2	14%	9 am EST on Nov 4th to 11:69 pm EST on Nov 6th
KSA Research Paper	26% or 34%*	Nov 26 th
KSA Reflection	8%	Dec 3rd
Final Assessment	28%	9 am EST Dec 10th to 11:59 pm EST Dec 13th

*For students who choose not to complete the exercises/discussions the final paper will be worth 34%.

Course Materials

Required Readings: Required readings consist of primary empirical and review articles as well as podcasts and popular press articles. These will be available on the course page on Quercus/Canvas under the “library course reserves” tab. There is no required textbook for this course.

Optional/Supplementary Textbook:

Johns, G., & Saks, A. M. (2020). *Organizational Behaviour: Understanding and Managing Life at Work* (11th ed.). Toronto: Pearson Education. (E-text Only)

Course Website: We will be using Quercus/Canvas (q.utoronto.ca) as a primary means of (1) accessing and submitting course assignments, (2) communicating announcements, and (3) posting/tracking grades. A current version of the syllabus and other relevant course resources will also be posted. Please make sure you check Quercus regularly for important announcements and course information.

Lecture Slides: Slides presented in lecture will be uploaded in PDF format to Quercus *just prior* to each lecture. Course materials are provided for the exclusive use of enrolled students. Please do not share them with others except for educational purposes. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened). The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Options for Accessing Lectures

Options for attending lecture include the following, each of which are detailed below.

1. Attending in person
2. Attending via zoom live
3. Watching the lecture recording

Option 1. In-Person Lectures. Lectures will take place in Sid Smith 1086 on Fridays from 12:10-2:30 pm EST. You do NOT have to attend class in-person if you are not able or

comfortable doing so for whatever reason. If this is the case, see the alternative options below. For those attending in-person:

1. Make sure to complete the UCHECK form before coming to campus: <https://ucheck.utoronto.ca/> You MUST receive a green check on this to attend in-person.
2. If you are sick, do NOT attend in-person (if you feel up to it, you can live-stream in or you can listen to the lecture recording later).
3. Remember also to bring a mask as these are required in the classroom. Masks must be worn properly at all times (e.g., over your mouth AND nose). If you need to eat or drink during class you are welcome to leave the room and do so. We will also have scheduled breaks that you can use to attend to these needs.

Option 2. Synchronous Remote Lectures. Students who cannot or do not wish to attend class in-person, but would still like to listen to and participate in lectures synchronously may do so. Barring technical difficulties, all lectures will be live streamed (and recorded) over Zoom. The link for all lectures is: <https://utoronto.zoom.us/j/8764037208>, Passcode: psychology. I will do my best to monitor the chat and answer questions from students attending remotely.

Option 3. Asynchronous Remote Lectures. Students may also wish to listen to lectures asynchronously due to different time zones or scheduling concerns or perhaps you missed something live and would like to listen to a lecture again. All lectures will be recorded using zoom (also used for streaming, see above) and will be posted in the weekly Quercus page for that lecture shortly after the live lecture ends. Options for getting your questions answered are described in question

Note: Students are welcome to use any of the above options to listen to and participate in lectures. Students may switch between options as they need or wish.

Asking Questions & Getting Help

There are several options for getting your questions answered. Students should feel free to use any of these options.

1. **Questions during lecture.** Students attending the lecture in-person or synchronously over zoom will be able to ask questions throughout lecture.
2. **In class “office” hours (aka classroom hours).** In addition to being able to ask questions during lectures, I will also reserve some time at the end of class (**2:30- 3pm EST**) for students to ask questions one-on-one in the classroom (for long or highly personal questions students should consider attending online office hours or scheduling an appointment).
3. **Online Office Hours.** Will be held on GatherTown (<https://gather.town/app/8ETR7Z5Iq4aUir6j/WillsOffice>) on **Tuesdays 5-6 pm** and **Fridays 3-4 pm** EST. On GatherTown we can meet one-on-one privately or in small groups if folks have similar questions.
4. **Weekly Survey.** For each lecture you have the opportunity to complete a short survey about that weeks’ lecture and course content. Here you can indicate any questions or areas of confusion and Will/Dr. Ryan will address those in the next live lecture. This

option may be particularly useful for students completing the course asynchronously. Links to weekly surveys can be found on Quercus both on the weekly pages and/or under the “Quizzes” tab.

5. **General Discussion Board.** Students may also post questions on the general discussion board on Quercus. Will/Dr. Ryan will answer questions there and other students can provide answers if they have them as well. This is a great place to ask questions that you think other students may have as well.
6. **Emails & Individual Appointments.** Students are welcome also to email to Will/Dr. Ryan and/or the TA with questions. I will do my best to reply to all emails within 48 hours (if not sooner!). Before emailing, please check to make sure the information you are seeking is not already available on Quercus. Individual appointments with the professor and/or TA may be scheduled over email and held over zoom as needed.

Details on Assignments

Developing Knowledge, Skills, & Abilities (KSAs) Assignment (36% or 44% Total). The goal of this assignment is for students to delve deeper into research on organizational psychology and to reflect on how this research can be applied in their own lives to enhance professional success. In this three-part assignment you will: 1) Identify a professional skill, knowledge, or ability (KSA) on which you could improve, 2) review research and theory on this KSA and its relation to individual and organizational achievement, and 3) reflect on how low levels of this KSA may impact you now and in the future and how you can apply research findings to strengthen this KSA.

Part I. KSA Data Collection (2%). Due: Oct 1st by 11:59 pm

You will identify a KSA related to success in the workplace on which you could improve. Areas for improvement will be identified based on a series of measures of skills, knowledge, and abilities associated with individual and organizational success. You will complete these measures to assess yourself and will also ask two other individuals who know you well to provide observer ratings (i.e., they will rate you on these measures as well). You will then calculate all three sets of scores and submit them on Quercus. All measures and information on how to calculate scores will be posted on Quercus and discussed in class. Will (Dr. Ryan) will then calculate class averages and distributions and discuss these during class to unpack what these scores mean. Based on your self-reported scores, the ratings of others, and your comparisons with class averages, you will select one KSA on which you would most like to improve. The KSA you select will serve as the basis for Parts II and III of this assignment.

Part II. Research Paper (26% or 34%). Due: Friday November 26th by 11:59 pm

An 8-10 page (not including title page and references), double-spaced, APA-style paper in which you will discuss scientific theory and research on your selected KSA. In this paper you will define this KSA and discuss how and why it contributes to success, the problems that can occur when this KSA is lacking, and how this KSA can be developed- both individually and at the organizational level. For this paper you will need to find at least 5 peer-reviewed sources (not covered in class) that address your topic (additional sources, including non-peer reviewed sources, or sources from class are welcome).

Part III. KSA Reflection (8%). Due: Friday December 3rd by 11:59 pm EST

In this 3-4 page (double-spaced) reflective essay you will describe in written form the results of your self-evaluation and the evaluations from each of your informants within each KSA and compare these assessments to the class averages. You will then discuss why you selected this specific KSA as the area in which you most need to improve, including examples of how you demonstrate an unacceptable level of this KSA at work, home, school, volunteer or leisure activities. Drawing on research and theory from your paper, explain how the lack of this KSA hinders your current performance at school and/or work, how it could detrimentally impact your future career, and the steps you personally could take to improve this KSA. The specific writing prompt for this assignment will be posted on Quercus.

Exercises & Discussion (0% or 8%). This *optional* weekly(ish) assignment is a chance for students to dig into Organizational Behaviour in more depth, discuss it with their classmates, and apply it to their own lives. If you chose to do these, they will count towards 8% of your overall grade (reducing your paper grade to 26% total). To facilitate real-time engagement while maintaining social distancing these discussions will take place over zoom (or you may skip this entirely). Those who chose to do this will complete each short exercise on their own and then discuss with other students in a synchronous zoom discussion group scheduled based on shared availability. In all cases individual exercises will be posted on Quercus and discussion questions will be provided by the instructor. Each student will be responsible for facilitating the discussion one week. Information about each student's preference and availability will be gathered via the Intake Poll during the first week of the course. Grades will be based on participation in the discussion and facilitation of that discussion on the week each student signs up for.

For this assignment to work, students must consistently engage in their discussion groups. Everyone who selects this assignment is free to miss one discussion, but if you think you will miss more than that (out of 5 total) then I don't recommend this optional assignment for you.

Midterm & Final Assessments

Midterms & Final Assessments: All assessments will consist of short answer questions and a short essay. These questions will ask you to think critically about course themes, connect topics in the course, and apply what you have learned to real-world situations. All assessments are "open book", but not "open Google", meaning that you can use course notes and articles when writing your responses, but should not be relying on other sources or Googling answers to questions. All writing **MUST** be in the student's own words. See *Course Policies* section below for more on academic integrity. All assessments must be completed independently. You will be responsible for ALL material covered in both the lectures and the required readings, regardless of whether they overlap in content.

Midterm assessment 1 will be posted at 9am EST on Oct 7th and can be submitted anytime until **11:59 pm EST on Oct 9th**. This means you have approximately 63 hours total to find time to complete the assessment. The assessment itself should take no more than 3 hours though you can spend as much or as little time working on it during the testing window. Midterm assessment 1 will include all material covered up until that point. More details to be posted on Quercus and

discussed in class. Midterm 1 will consist of a choice of 1 out of 2 short answer and one long answer question.

Midterm assessment 2 will be posted at 9 am EST on Nov 4th and can be submitted until **11:69 pm EST on Nov 6th**. The format of Midterm 2 is the same as the first midterm. The assessment will focus on content covered after the first midterm, but before the second midterm.

The **final assessment** will cover ALL course material. In other words, the final assessment IS cumulative, but with more questions focusing on the latter half of the course. The final assessment will take place during the Final Assessment Period. It will be released at 9 am EST Dec 10th and can be submitted until **11:59 pm EST Dec 13th**.

Note that you will NOT need this whole time to work on the assessment as it should only take you a few hours to complete. The extra time is to allow you flexibility in scheduling your work and other responsibilities and to accommodate needs for extended time. Assessments **MUST** be turned in by the date and time noted above unless there is a verifiable emergency or other documented reason (see *Course Policies* section below). Late assessments will not be accepted.

Review Sessions: We will hold short Question & Answer review sessions at the end of the last class before each midterm assessment. A review session will also be scheduled prior to the final assessment, time and date TBA. These review sessions will be question and answer based so come prepared with questions to aid your studying. Sessions will be recorded for those who cannot attend. More details will be provided prior to each assessment.

COVID-19 Contingency Planning

Given the global pandemic and the inherent uncertainties, I want to briefly address our back up plan for the course should the situation worsen and we can no longer meet in-person. If this occurs I will still deliver our lectures at the regular class time and provide options for students to attend synchronously or asynchronously. The plan for assignments, assessments, online office hours, and discussion groups would remain the same.

Course Policies

Penalties for Late Assignments: Assignments handed in late will incur a 10% deduction in points for EACH day that they are late. Midterm and final assessments will NOT be accepted late.

The 48 Hour Late Ticket: Each student gets one 48-hour late ticket good for (almost) any assignment*. To use this late ticket, all you have to do is comment "Late ticket" in the comments box on your late submission. You do NOT need to seek permission to use your late ticket or let the TA or I know. We will keep track of who uses their late tickets on each assignment. Although Quercus may automatically flag your assignment as late (it doesn't know you are using your ticket), no points will be deducted and it will be treated as on time.

*Note: This ticket may NOT be used for the midterms or final assessment.

Missed Assessments: As a rule, makeup assessments will not be issued except in cases of extenuating circumstances with appropriate documentation. If you miss the midterm assessment, you must submit documentation that demonstrates your inability to complete that assessment (i.e., the ACORN illness self-declaration tool) and let Will/Dr. Ryan know within 7 calendar days of the due date of the missed assessment. In these cases, the weight of the midterm assessment will be added to the final assessment. If you miss the final assessment, you must get in touch with Dr. Ryan (and potentially your College Registrar) as soon as possible to work out a plan.

Grade Dispute Policy: The 24/7 Policy. You must wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my attention within 7 days of the return of the assignment/assessment. Please write a short paragraph detailing your grade concern, including a copy, photo, or scan of the original assignment, if relevant, and email it to me. Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same.

Specific Medical Circumstances: If you become ill and it affects your ability to do your academic work, consult me right away. Normally, would ask you for medical documentation in support of your specific medical circumstances. Given the pandemic circumstances, the ACORN self-declaration of illness tool (<https://www.artsci.utoronto.ca/news/message-dean-absence-declaration-tool>) and an email to let me know is sufficient.

Religious Accommodation: As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. I will make every reasonable effort to avoid scheduling, assessments, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you cannot complete a component of the course or meet a course deadline due to a religious observance, please let me know as early in the course as possible, so that we can work together to make alternate arrangements.

Accommodation for Personal Reasons: There may be times (especially in 2021) when you are unable to complete course work on time due to non-medical reasons. If you have concerns about your ability to complete an assignment, please reach out to me (Will/Dr. Ryan). You do not need to tell me any details about your situation that you do not want to divulge, but I do need to know that there is an issue in order to support you. Indeed, I am here to support you can will make accommodations where reasonable, possible, and in fairness to other students. It may also be a good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with many situations and concerns.

Academic Integrity and Plagiarism: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University

treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>).

Plagiarism Detection: Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Please note that I (Will/Dr. Ryan) understand that this is an imperfect tool and will always do additional investigation before interpreting a specific "plagiarism detection score". Sometimes the scores on this are inflated for reasons other than plagiarism and I will always take this into consideration and will never rely solely on this automatic analysis in registering an academic integrity concern. I am also aware that there are many ways to prevent these programs from detecting plagiarism, artificially reducing the score. Again, this is but one tool I use in assessing the originality of student writing.

Lecture Slides & Recordings: Students are free to use all lecture video, slides, and other materials for their own use. Students are, however, NOT permitted to share lecture slides or recordings with others not enrolled in this course. Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened). The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Participation & Conduct in Class: In our structured and unstructured discussions and dialogues, we will have many opportunities to explore challenging issues and increase our understandings of different perspectives. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behaviour is not acceptable. In the time we share together over this term, please honour the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Just as we expect others to listen attentively to our

own views, we must reciprocate and listen to others when they speak, most especially when we disagree with them. In this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars, rather than in defending points of view we have formed outside the classroom.

Harassment/Discrimination: The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

For Students Taking This Course From Outside Canada. If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, please note that you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. The University of Toronto has a long-established commitment to freedom of expression, with this right enabled by an environment valuing respect, diversity, and inclusion. In your classes, you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with any local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact your instructor directly to discuss with them.

Academic & Other Resources

Accessibility Services (AS): Students with diverse learning and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (<http://accessibility.utoronto.ca>) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Success Centre: “Academic Success professional staff are dedicated to helping you reach your highest learning potential. Every student is capable of achieving academic excellence, but not all learning takes place in the classroom, and not everyone learns in the same way. Your life is more complex than your academic responsibilities, so [they] look at the whole picture and take an individualized approach to supporting you. [They] know there is no ‘right’ way to get through university, and [they] welcome the opportunity to explore strategies that might help you find greater balance between life and learning.” Check out their study spaces, attend a workshop

or meet with a learning strategist here: <https://www.studentlife.utoronto.ca/asc/about-us>

Mental health, well-being: As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries, or general anxiety about the state of the world. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. All of us benefit from support and guidance during times of struggle; there is no shame in needing help or in asking for help. There are many helpful resources available through Student Life (www.studentlife.utoronto.ca/feeling-distressed) and Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistant or from me to help learn what supports are available. We are here to support you!

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

English Language Resources: For anyone who would like to advance their understanding and command of English, there are many supports available at UofT: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning>

Tips for Success

Everyone has different learning preferences and strategies that work best for them. However, there are a few things that everyone can do to ensure they receive the best possible grade in this course:

1. “Attend” lecture weekly (aka watch the live stream or recordings). When watching, avoid other distractions. Put your phone away, close other windows on your computer, and take notes.
2. After watching lectures review the lecture slides. Compare these to your notes. Reorganizing and combining this information can help you to consolidate and remember it.
3. Do all the readings. Required readings will be covered on the assessments. Read and take notes. Most students find it helpful to read more than once.
4. Study hard. Review your notes, make flashcards, form an online study group.
5. Come to virtual office hours! The instructor and the TA are here to help you. If you have any concerns or questions regarding the course or material, please email us with questions or to set up a virtual appointment!

Required Readings & Podcasts

Lecture 1: Introduction to the Course & Organizational Behaviour

- Syllabus
- Kang, S. (Host) (2020). From surviving to thriving (No. 1) [Audio Podcast Episode]. In *For The Love of Work*. Rogers. <https://www.sonia-kang.com/podcast>

Lecture 2: Organizational Structure & Culture

- Hogan, S. J., & Coote, L. V. (2014). Organizational culture, innovation, and performance: A test of Schein's model. *Journal of business research*, 67(8), 1609-1621.
- Oremus (April 2nd, 2020). What everyone got wrong about the toilet paper shortage. *Marker*. <https://marker.medium.com/what-everyones-getting-wrong-about-the-toilet-paper-shortage-c812e1358fe0>
- Lee, T. (Host) (December, 2020). What will the workplace look like in 2025? [Audio Podcast Episode]. In *All Things Work Podcast*. SHRM. shrm.org/hr-today/news/all-things-work/pages/the-workplace-in-2025.aspx (scroll past the transcript for the audio recording)

Lecture 3: Key Outcomes & Personality

- Côté, S., DeCelles, K. A., McCarthy, J. M., Van Kleef, G. A., & Hideg, I. (2011). The Jekyll and Hyde of emotional intelligence: Emotion-regulation knowledge facilitates both prosocial and interpersonally deviant behavior. *Psychological science*, 22(8), 1073-1080.
- Stein, R., & Swan, A. B. (2019). Evaluating the validity of Myers-Briggs Type Indicator theory: A teaching tool and window into intuitive psychology. *Social and Personality Psychology Compass*, 13(2), e12434.
- Grant, A. (2020). Your hidden personality. [Audio Podcast Episode]. In *WorkLife*. TED. https://www.ted.com/talks/worklife_with_adam_grant_your_hidden_personality?language=en&referrer=playlist-worklife_with_adam_grant

Lecture 4: Hiring & Impression Formation

- Youngman, J. F. (2017). The use and abuse of pre-employment personality tests. *Business horizons*, 60(3), 261-269.
- Chambers, R., & Winter, J. (2017). Social Media and Selection: A brief history and practical recommendations. *A "Hot Topics" white paper prepared by the Visibility Committee of the Society for Industrial and Organizational Psychology*.
- Grant, A. (2020). Reinventing the Job Interview. [Audio Podcast Episode]. In *WorkLife*. TED. https://www.ted.com/talks/worklife_with_adam_grant_reinventing_the_job_interview?language=en&referrer=playlist-worklife_with_adam_grant_season_3

Lecture 5: Motivation: Theory & Practice

- Rigby, C. S., & Ryan, R. M. (2018). Self-determination theory in human resource development: New directions and practical considerations. *Advances in Developing Human Resources*, 20(2), 133-147.
- Gagné, M., & Forest, J. (2008). The study of compensation systems through the lens of self-determination theory: Reconciling 35 years of debate. *Canadian Psychology/Psychologie canadienne*, 49, 225-232.

- MYW S03 Episode 02 – COVID, Work, and Universal Human Needs: <https://open.spotify.com/episode/3kdjdRuncganmS4VulChWY>

Lecture 6: Leadership

- Gandolfi, F., & Stone, S. (2017). The emergence of leadership styles: A clarified categorization. *Revista De Management Comparat International*, 18(1), 18-30.
- McLaughlin, H., Silvester, J., Bilimoria, D., Jané, S., Sealy, R., Peters, K., ... & Goke, J. (2020). Contributing factors that impact on women in organizations and politics; Psychological research and Best Practice. *AOP White Paper Series*.
- Dunbar, S.J. (Host) (2018). After the glass ceiling, a glass cliff (no. 319). [Audio Podcast Episode] In *Freakonomics*. <https://freakonomics.com/podcast/glass-cliff/>

Lecture 7: Teamwork & Groups

- TBA
- Duhigg, C. (2016). What Google learned from its quest to build the perfect team. *The New York Times Magazine*, 26. <https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>
- Grant, A. (2018). The Daily Show's Secret to Creativity. [Audio Podcast Episode]. In *WorkLife*. TED. https://www.ted.com/talks/worklife_with_adam_grant_the_daily_show_s_secret_to_creativity?language=en

Lecture 8: Diversity & Inclusion

- Galinsky, A. D., Todd, A. R., Homan, A. C., Phillips, K. W., Apfelbaum, E. P., Sasaki, S. J., ... & Maddux, W. W. (2015). Maximizing the gains and minimizing the pains of diversity: A policy perspective. *Perspectives on Psychological Science*, 10(6), 742-748.
- Kang, S., DeCelles, K., Tilcsik, A., & Jun, S. (2016). The unintended consequences of diversity statements. *Harvard Business Review*, 56-61.
- Kang, S. (Host) (2020). (No. 2) Leaning into diversity, inclusion, and belonging. In [Audio Podcast Episode]. *For The Love of Work*. Rogers. <https://www.sonia-kang.com/podcast>

Lecture 9: Occupational Health & Workplace Wellness

- Richardson, K. M. (2017). Managing employee stress and wellness in the new millennium. *Journal of Occupational Health Psychology*, 22(3), 423-428.
- Song, Z., & Baicker, K. (2019). Effect of a workplace wellness program on employee health and economic outcomes: a randomized clinical trial. *Jama*, 321(15), 1491-1501.
- Revisit: Kang, S. (Host) (2020). From surviving to thriving (No. 1) [Audio Podcast Episode]. In *For The Love of Work*. Rogers. <https://www.sonia-kang.com/podcast>

Lecture 10: Organizational Development & Change

- Spicer, A. (2020). Organizational Culture and COVID-19. *Journal of Management Studies*, 57(8), 1737-1740.
 - PDF here: [Spicer \(2020\) Organizational Culture and COVID-19.pdf](#)

- Kniffin, K. M., Narayanan, J., Anseel, F., Antonakis, J., Ashford, S. P., Bakker, A. B., ... & Vugt, M. V. (2021). COVID-19 and the workplace: Implications, issues, and insights for future research and action. *American Psychologist*, 76(1), 63-77.
 - PDF here: [COVID-19 and the Workplace \(2020\).pdf](#)

Course Calendar

Week	Lect	Date	Lecture Topic	Required Readings	Required Podcast	Assignments Due
1	1	Sept 10th	Intro to the Course & Organizational Behaviour	Syllabus	Kang (2020). From Surviving to Thriving (Episode 1)	
2	2	Sept 17th	Organizational Structure & Culture	Hogan & Coote (2014); Oremus (2020)	Lee (2020). What Will the Workplace Look Like in 2025?	
3	3	Sept 24th	Key Outcomes & Personality	Cote et al (2011); Stein & Swan (2019)	Grant (2020). Your Hidden Personality	Optional Exercise/Discussion 1
4	4	Oct 1st	Hiring & Impression Formation	Chambers & Winter (2017); Youngman (2017)	Grant (2020). Reinventing the Job Interview.	Optional Exercise/Discussion 2 KSA Data Collection
5		Oct 8th	MIDTERM ASSESSMENT 1	MIDTERM ASSESSMENT 1	Online Assessment Open from 9 am EST Thurs Oct 7th - 11:59 pm EST Sat Oct 9th	
6	5	Oct 15th	Motivation: Theory & Practice	Rigby & Ryan (2018), Gagne & Forest (2008)	MYW S03 Episode 02 – COVID, Work, and Universal Human Needs	
7	6	Oct 22nd	Leadership	Gandolfi & Stone (2017); McLaughlin, et al. (2020)	Dunbar (2018) After the Glass Ceiling, the Glass Cliff	Optional Exercise/Discussion 3
8	7	Oct 29th	Teamwork & Groups	Duhigg (2016) & TBA	Grant (2018). The Daily Show's Secret to Creativity	Optional Exercise/Discussion 4
9		Nov 5th	MIDTERM ASSESSMENT 2	MIDTERM ASSESSMENT 2	Online Assessment Open from 9 am EST Thurs Nov 4th - 11:59 pm EST Sat Nov 6th	
10		Nov 12th	READING WEEK	READING WEEK	READING WEEK	READING WEEK
11	8	Nov 19th	Diversity & Inclusion	Galinsky et al (2015); Kang et al (2016)	Kang (2020). Leaning into Diversity, Inclusion, & Belonging	Optional Exercise/Discussion 5
12	9	Nov 26th	Occupational Health & Workplace Wellness	Richardson (2017); Song et al (2019)	Revisit: Kang (2020). From Surviving to Thriving (Episode 1)	Final Paper Due
13	10	Dec 3rd	Organizational Development & Change	Spicer (2020) Kniffen, et al. (2021)	None	KSA Reflection Due
			FINAL ASSESSMENT	FINAL ASSESSMENT	9 am EST Fri Dec 10th - 11:59 pm Monday Dec 13th	