

**Psychology 332: Organizational Behaviour  
F2023**

University of Toronto, St. George

Thursdays 2 – 5 pm

In Person @ Sidney Smith 2110

Live-streamed (and recorded) on Zoom @ <https://utoronto.zoom.us/j/87640372081>

Passcode: **psychology**

	Instructor	Teaching Assistants
Name:	Dr. William Ryan (Will)	Joe Hoang
E-mail:	ws.ryan@utoronto.ca	joe.hoang@mail.utoronto.ca
Office Hours:	In-person (SS 4029) or on Zoom. Sign up for a timeslot here: <a href="https://calendly.com/profwill/15-minute-appointment">https://calendly.com/profwill/15-minute-appointment</a>	Available via email, or by appointment as needed

**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: organizational culture, teamwork, leadership, workplace stress and wellness, diversity, equity, and inclusion.

**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/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA238H1/STA248H1/STA288H1/PSY201H5/STA215H5/STA220H5/PSYB07H3/STAB22H3/STAB23H3/STAB57H3**
- **AND** one of PSY220H1/PSY220H5/PSYB10H3/SOC213H1
- **OR** PSY230H1/PSY230H5/PSYB30H3
- **Exclusion:** IRE260H1/RSM260H1

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 the department may cancel your registration at any time, so please double check that you have met the prerequisites!

## Land Acknowledgement & Statement of Equity, Diversity, and Inclusivity

I wish to acknowledge and honour the history of this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. [Learn more about the acknowledgement of traditional land in the University of Toronto.](#)

I am committed to creating a learning environment for my students, where your diverse perspectives and identities are respected and represented. I intend for this course to respect and promote diversity, equity, and human rights, so you will gain a more comprehensive understanding of psychology beyond historical biases. Your suggestions are encouraged and appreciated! Please let me know how I could improve the effectiveness, equity, inclusivity, and diversity of perspectives included in this course as well as the sense of belonging you and other students experience in the classroom. If you'd like to provide feedback anonymously, the weekly surveys are a great way to do that! You should, of course, also feel welcome to discuss any issues or concerns you have with me directly in person, in office hours, over email, or by appointment. I am always open to and actively looking for ways to improve my courses and myself, especially in relation to principles of diversity, equity, and inclusion.

## Course Structure

This is an “in person” course and is listed on the course timetables as such. However, all lectures will ALSO be delivered online over Zoom (synchronously and recorded). What this means is that, if needed, you can access and complete any or all components of this course remotely. Please take advantage of this flexibility to prioritize not just your success in this course, but your health, well-being, and other obligations, values, and needs. That said, I encourage those who can to join in person as there will be opportunities for discussion with both me (the professor) and your peers. If you are attending class in person, please follow the University’s health and safety guidelines (whatever those are at the time) and consider wearing a mask even if not required. If you are feeling sick, please do NOT attend in person. Take care of yourself and your classmates by staying home! You can always join us live on Zoom if you are worried about missing out or you can take a nap and watch the recording later.

This syllabus describes the different ways that you 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:*

- Attending/watching Lecture
- 2-3 required readings and podcasts
- Studying lecture and reading content
- Work on assignments (see marking scheme and course calendar for dates)

*Optional:*

- Additional videos, readings, and podcasts will also be posted for students interested in learning more about various topics.
- Attending office hours as needed

### 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 2110 on **Thursdays from 2 to 5 pm EST**. Please note that while I would love to see you in class, you do NOT have to attend in person if you are not able to do so. If this is the case, see the alternative options below.

**Option 2. Synchronous Remote Lectures.** All lectures can be attended remotely and synchronously over zoom. Students who cannot attend class in person but would still like to listen to and participate in lectures synchronously may do so. I will monitor the chat and answer questions.

The link for all lectures is: <https://utoronto.zoom.us/j/87640372081>

Passcode: **psychology**.

**Option 3. Lecture Recordings.** Students may also wish to listen to some lectures asynchronously due to illness, or perhaps you missed something live and would like to listen again. All lectures will be recorded using Zoom and will be posted in the weekly Quercus page for that lecture shortly after the live lecture ends. Students are welcome to utilize this option as needed, however, this should not be the primary means of accessing lecture content.

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

### Course Requirements & Marking Scheme

Your grade in this course will be based on your performance on two tests (a midterm and a final assessment), and a multi-part case consultant project and an optional job analysis assignment. Details regarding each assignment are provided in the sections below.

Assessment	Weight	Due Date(s)
Case consultant project	50% total	
• Team contract, participation, peer feedback	5%	Multiple dates (in class)
• Annotated Bibliography	5%	Thursday October 12 <sup>th</sup>

• White Paper	25%	Thursday November 2 <sup>nd</sup>
• Pitch deck & Presentation	10%	Thursday November 30 <sup>th</sup> (in class)
• Reflection	5%	Tuesday December 5 <sup>th</sup>
Job Analysis (optional)	0% or 6%	Thursday October 5 <sup>th</sup>
Midterm Assessment	25% (or 22%)	Thursday October 19 <sup>th</sup>
Final Assessment	25% (or 22%)	During Final Assessment Period- Date TBA

### 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. The readings for the first few weeks will be posted directly to Quercus until the library website is up and running. There is no required textbook for this course.

**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. The reason for not posting slides sooner is that I like to be able to update and edit the lectures right up until the time of that lecture.

### Asking Questions & Getting Help

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

1. **Questions during lecture.** If you are attending the lecture in person or synchronously over zoom, you will be able to ask questions throughout lecture.
2. **Office Hours.** You can schedule an appointment to meet with Will/Dr. Ryan either in person or over Zoom here: <https://calendly.com/profwill/15-minute-appointment>
  - a. You can sign up for up to 1 appointment per week. If, for whatever reason, you think you will need more time, email Will/Dr. Ryan to let him know.
  - b. You will be able to select what type of appointment you would like.
    - i. In person appointments will be held in SS4029
    - ii. Zoom appointments will be held on our regular class link: <https://utoronto.zoom.us/j/87640372081> Passcode: **psychology**
3. **General Discussion Board.** You 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 other students may have as well.

4. **Emails.** 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. Email is best for quick questions, while longer, more complex questions are best addressed in office hours.

### Details on Assignments

#### **Case Consultant Project (50% Total, spread across multiple assignments)**

See marking scheme above for the weights and due dates of each component.

A core component of this course will be stepping into the role of organizational psychologist/consultant and applying what you are learning to help solve a problem faced by a real organization. For this project we will be working with United Nations Children’s Fund or UNICEF, an organization that provides humanitarian aid to children around the world. UNICEF has asked us to act as consultants to provide solutions for specific organizational problems they are currently facing.

Each student will be part of a group of students all working on related aspects of the same organizational problem. Like many organizational psychologists, you will do independent work but also collaborate with other members of your team to research and develop your recommendations to the organization.

Individually students will conduct a literature review to learn more about a particular area of organizational psychology relevant to the organizational problem and write this up into an individual “white paper” (a research review paper for an industry audience) and this will be **25%** of your course grade.

Then, group members will integrate the knowledge gained through their research for their individual white papers and create a short “pitch deck” (PowerPoint slide deck) and presentation which will be worth **10%** of your course grade. This presentation will briefly summarize the problem facing the organization and then provide research-informed recommendations to the organization to solve this problem.

In addition to these final ‘deliverables,’ you will also engage in preparatory and reflective activities and assignments throughout the term to prepare you for this project, together worth **15%** of your course grade. Details about the expectations, timeline, and marking for all project components will be reviewed in class and posted on the course webpage.

#### **Optional Job-Analysis & Resume Audit (0% or 6%). Due: Thursday October 5th<sup>th</sup> before 11:59 pm**

Many students are eager to know more about what kinds of jobs they should pursue, what those jobs entail, and what knowledge, skills, abilities, and other qualifications (KSAOs) are required to obtain them. If this sounds like you, then you may want to do this optional assignment.

The goal of this assignment is for you to apply the technique of job analysis to better understand the requirements of a job that you might be interested in pursuing someday and the steps you would need to take to be qualified. In this assignment you will take a self-assessment and reflect on the results. You will consider whether these results fit with your career goals, identify a particular type of job you might be interested in pursuing and then perform a job analysis- identifying the key duties and components of that job as well as the skills, knowledge, and experience needed to perform it. You will then compare the results of the job analysis to your current skills and experience and perform a resume audit- identifying skills and experiences you have that meet those requirements as well as areas in which you still need to gain this experience or build new skills. Specific details will be discussed in class and posted on Quercus.

### Midterm & Final Assessments

#### **Weight:**

There will be two exams in this course, a midterm and a final exam, each worth 25% (if you are NOT doing the optional job analysis assignment) or 22% (if you are).

#### **Timing:**

Both exams will be online (administered over Quercus). The exams are written to take no more than 3 hours each. The midterm will be available during class time (2-5 pm) on October 19<sup>th</sup>. The date and time of the final exam will be announced by A&S, but will be sometime during the final assessment period.

Students with accommodations for extended time on tests, please contact me (Will/Dr. Ryan) with your documentation and I will adjust the time limit on Quercus for you accordingly. Assessments **MUST** be turned in on time. **Late exams are NOT accepted and will be treated as missed exams.** See *Course Policies* below.

#### **Structure & Content:**

Both exams will consist of multiple choice and short answer questions. 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. Both 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 assessments must be completed independently and all writing **MUST** be in your own words. See *Course Policies* section below for more on academic integrity.

Any of the material covered in the lectures and the required readings may be included on the exams. The midterm will include all material covered up until that point. The final 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. More details are posted on Quercus and will be discussed in class.

#### **Review Sessions:**

We will hold Question & Answer review sessions prior to the midterm and final assessments, 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.

### Course Policies

**On the use of Generative Artificial Intelligence (Gen AI) Tools:** Students may not use generative artificial intelligence tools (e.g., ChatGPT) for the exams in this course, but may use these tools for other assignments. If you choose to use generative artificial intelligence tools to assist you in the assignments in this course, this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used (e.g., include your prompts), and how the results from the AI were incorporated into the submitted work. These tools can be most helpful in improving your writing and the clear expression of your ideas (rather than trying to generate complete content which is unlikely to meet the standards of the assignments).

**Lecture Slides & Recording Policy:** All lectures will be recorded on video by the instructor and will be available to students in the course for viewing remotely after each session. Recordings are intended to permit lecture content review to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class, except as necessary for illness or similar short-term situations. Students should note that although only the instructor and slides are captured visually, student voices will be captured on the recording if they ask questions during class. Similarly, questions entered in the live Zoom chat will also be recorded. Please speak to the instructor if this is a concern for you. Small group discussions will NOT be recorded.

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.

**Penalties for Late Assignments:** Assignments handed in late will incur a 5% 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 24/14 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 14 business 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.

**Accommodation for Illness & Personal & Family Emergencies:** If you become ill or face a personal or family emergency that negatively impacts your ability to do your academic work, please consult me right away (over email or in office hours) so we can work out a plan that best supports your needs. Indeed, I am here to support you and will make accommodations where reasonable, possible, and in fairness to other students. You do NOT need to divulge specifics of your situation to me, just the duration of the absence and the support or accommodation requested. The university does, however, require documentation for accommodations made. Therefore, you will need to complete either: the ACORN absence declaration form (<https://registrar.utoronto.ca/policies-and-guidelines/absence-declaration/>) OR the Verification of Illness (VOI) form (<http://www.illnessverification.utoronto.ca/index.php>). The ACORN absence declaration tool can be used for medical emergencies as well as personal and family emergencies whereas the VOI is for medical absences only. Please note that as of Fall 2023, the University is allowing students to use the ACORN absence declaration tool only *once per term*. Additional absences will require the Verification of Illness form which includes documentation from a medical professional. More information on the current Faculty of Arts & Science Policy is available here: <https://www.artsci.utoronto.ca/current/academics/student-absences>. Depending on your circumstances 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.

**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. 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.



**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](http://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.

**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 are 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.

### 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](http://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 come in person, 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 a study group.
5. Come to 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 an appointment!

### 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 are no longer able to meet in person. If this occurs, I will still deliver our lectures at the regular class time over zoom and provide options for students to attend synchronously or asynchronously. In-person discussion groups and would move to zoom. The plan for assignments, assessments, and online office hours, would remain the same as this can all be completed remotely.

### Readings & Podcasts

#### Lecture 1: Introduction to the Course & Organizational Behaviour

- Syllabus
- McRae, E. R., Aykens, P., Lowmaster, K., & Shepp, J. (January, 2023). 9 Trends that will shape work in 2023 and beyond. *Harvard Business Review*.
- Grant (2023) Chat GPT did NOT title this podcast. [Audio Podcast Episode]. In *Rethinking*. TED. <https://link.chtbl.com/HXL-SvSg>

#### Lecture 2: Organizational Structure & Culture

- Warrick, D. D. (2017). What leaders need to know about organizational culture. *Business Horizons*, 60(3), 395-404.

- Fountaine, T., McCarthy, B., & Saleh, T. (2019). Building the AI-powered organization. *Harvard Business Review*, 97(4), 62-73.
- Grant, A. (2022) The 4 Deadly Sins of Work Culture. In *WorkLife*. TED. [https://www.ted.com/talks/worklife\\_with\\_adam\\_grant\\_the\\_4\\_deadly\\_sins\\_of\\_work\\_culture?referrer=playlist-worklife\\_with\\_adam\\_grant\\_season\\_5](https://www.ted.com/talks/worklife_with_adam_grant_the_4_deadly_sins_of_work_culture?referrer=playlist-worklife_with_adam_grant_season_5)

*Optional:*

- Beard, A. & Nickisch, C. (2023). How Generative AI changes organizational culture. [Audio Podcast Episode]. In *HBR IdeaCast*. Harvard Business Review. <https://hbr.org/podcast/2023/05/how-generative-ai-changes-organizational-culture>
- Oremus (April 2<sup>nd</sup>. 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>

### Lecture 3: Personality & Hiring

- Kang, S., DeCelles, K., Tilcsik, A., & Jun, S. (2016). The unintended consequences of diversity statements. *Harvard Business Review*, 56-61.
- Dattner, B., Chamorro-Premuzic, T., Buchband, R., & Schettler, L. (2019). The legal and ethical implications of using AI in hiring. *Harvard Business Review*, 25, 1-7.
- 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](https://www.ted.com/talks/worklife_with_adam_grant_reinventing_the_job_interview?language=en&referrer=playlist-worklife_with_adam_grant_season_3)

*Optional:*

- 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](https://www.ted.com/talks/worklife_with_adam_grant_your_hidden_personality?language=en&referrer=playlist-worklife_with_adam_grant)
- 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, e12434.

### Lecture 4: Teamwork & Decision-Making

- Salas, E., Reyes, D. L., & McDaniel, S. H. (2018). The science of teamwork: Progress, reflections, and the road ahead. *American Psychologist*, 73, 593-600.
- Shrestha, Y. R., Ben-Menahem, S. M., & Von Krogh, G. (2019). Organizational decision-making structures in the age of artificial intelligence. *California management review*, 61(4), 66-83.
- 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](https://www.ted.com/talks/worklife_with_adam_grant_the_daily_show_s_secret_to_creativity?language=en)

*Optional:*

- 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>
- Kang, S. (2022). Hybrid. Team. Work. [Audio Podcast Episode]. In *For The Love of Work*. Rogers. <https://www.sonia-kang.com/podcast>

### Lecture 5: Motivation & Engagement

- Bakker, A. B. (2011). An evidence-based model of work engagement. *Current directions in psychological science*, 20, 265-269.
- Manganelli, L., Thibault-Landry, A., Forest, J., & Carpentier, J. (2018). Self-determination theory can help you generate performance and well-being in the workplace: A review of the literature. *Advances in Developing Human Resources*, 20, 227-240.
- MYW S03 Episode 02 – COVID, Work, and Universal Human Needs: <https://open.spotify.com/episode/3kdjdRuncganmS4VulChWY>

#### Optional:

- Who created the pyramid in Maslow's Hierarchy of Needs? *Scientific American* article by Scott Berry-Kaufman: <https://blogs.scientificamerican.com/beautiful-minds/who-created-maslows-ionic-pyramid/>
- Michel, K.L. (2014) [Maslow's Hierarchy Connected to Blackfoot Beliefs](#). Online 3-10-19

### Lecture 6: Compensation & Reward Structures

- 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.
- Grant, A. (2021). Why it pays to raise pay. [Audio Podcast Episode]. In *WorkLife*. TED. <https://music.amazon.ca/podcasts/96c8daed-ccd1-45f4-856e-982837d4de38/episodes/b6b01e6c-4e2f-4b27-b07e-accb54699bed/worklife-with-adam-grant-why-it-pays-to-raise-pay>

#### Optional:

- Funny McSweeney's article: <https://www.mcsweeneys.net/articles/we-will-do-anything-to-get-you-to-work-for-us-except-pay-you-enough?fbclid=IwAR0e12UkbfZ9aWysDhF1haZT9v0HPZg7I7FZvNwWSIesKTaaFcpG-171KxE>
- Krueger, A. (2022). Who is Quiet Quitting for? *NYT*. <https://www.nytimes.com/2022/08/23/style/quiet-quitting-tiktok.html>

### Lecture 7: Equity, Diversity & Inclusion Interventions

- Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review*, 94(7), 14-24. <https://stratserv.co/wp-content/uploads/2020/08/Why-Diversity-Programs-Fail.pdf>
- Plaut, V. C., Thomas, K. M., Hurd, K., & Romano, C. A. (2018). Do color blindness and multiculturalism remedy or foster discrimination and racism?. *Current Directions in Psychological Science*, 27, 200-206.
- Georgeac, O. & Rattan, A. (2022). Stop making the business case for diversity. *Harvard Business Review*. <https://hbr.org/2022/06/stop-making-the-business-case-for-diversity>
- 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>

#### Optional:

- 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*, 742-748.

### Lecture 8: Leadership

- Lord, R. G., Day, D. V., Zaccaro, S. J., Avolio, B. J., & Eagly, A. H. (2017). Leadership in applied psychology: three waves of theory and research. *Journal of Applied Psychology*, *102*, 434- 451.
- 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/>

#### Optional:

- Gandolfi, F., & Stone, S. (2017). The emergence of leadership styles: A clarified categorization. *Revista De Management Comparat International*, *18*, 18-30.
- Ibarra, H. (2015). The authenticity paradox. *Harvard Business Review*, Jan-Feb, 2015, 52-59.

### Lecture 9: Workplace Stress & Wellness

- Moss, J. (2019). Burnout is about your workplace, not your people. *Harvard Business Review*.
- Richardson, K. M. (2017). Managing employee stress and wellness in the new millennium. *Journal of Occupational Health Psychology*, *22*, 423-428.
- Kang, S. (2020). From surviving to thriving (No. 1) [Audio Podcast Episode]. In *For The Love of Work*. Rogers. <https://www.sonia-kang.com/podcast>

#### Optional:

- Demerouti, E, Bakker, A. B., Peeters, M. C. W., & Breevaart, K. (2021). New directions in burnout research. *European Journal of Work and Organizational Psychology*, *30*, 686-691.

### Lecture 10: Wrap Up

- Revisit from Lecture 1:
  - McRae, E. R., Aykens, P., Lowmaster, K., & Shepp, J. (January, 2023). 9 Trends that will shape work in 2023 and beyond. *Harvard Business Review*.
  - Grant (2023) Chat GPT did NOT title this podcast. [Audio Podcast Episode]. In *Rethinking*. TED. <https://link.chtbl.com/HXL-SvSg>



## Course Calendar

Week	Lect	Date	Lecture Topic	Required Readings	Required Podcast	Assignments Due	
1	1	Sept 7th	Intro to the Course & Organizational Behaviour	Syllabus; McRae et al (2023)	Grant (2023). Chat GPT did NOT title this podcast		
2	2	Sept 14th	Organizational Structure & Culture	Fountaine et al (2019), Warrick, (2017)	Grant (2022) The 4 Deadly Sins of Work Culture		
3	3	Sept 21st	Personality & Hiring	Kang et al (2016); Dattner et al (2010)	Grant (2021). Reinventing the job interview	<b>Rank Case Topics by 11:59 pm Sun Sept 24th</b>	
4	4	Sept 28th	Teamwork & Decision-Making	Salas et al (2018); Shrestha et al (2019)	Grant, A. (2018). The Daily Show's Secret to Creativity.	Watch lit review strategies video (optional)	
5	5	Oct 5th	Motivation & Engagement <b>ASYNCHRONOUS LECTURE (no class)</b>	Bakker (2011); Mangeloni et al (2018)	MYW S03 Episode 02 – COVID, Work, and Universal Human Needs	Job Analysis Assignment (optional)	
6	6	Oct 12th	Compensation & Reward Structures	Gagne & Forest (2008)	Grant (2021). Why it pays to raise pay	<b>Annotated Bibliography Due 11:59 pm Thurs Oct 12th</b>	
7		Oct 19th	<b>MIDTERM</b>				
8	7	Oct 26th	Equity, Diversity & Inclusion Initiatives	Dobbin & Kalev (2016); Georgeac & Rattan (2022); Plaut et al (2018)	Kang (2020) Leaning into Diversity, Inclusion, and Belonging		
9	8	Nov 2nd	Leadership	Lord et al (2017)	Dunbar (2018) After the Glass Ceiling, the Glass Cliff	<b>White paper due 11:59 pm Thurs Nov 2nd</b>	
10		Nov 9th	<b>READING WEEK</b>				
11	9	Nov 16th	Workplace Stress & Wellness	Richardson (2017); Moss (2019)	Kang (2020). From Surviving to Thriving		
12	10	Nov 23rd	Wrap-up & Guest Lecture	Revisit McRae et al (2023) (from Lecture 1)			
13	11	Nov 30th	Pitch Deck Screening or Presentation			<b>Pitch Decks presented in class Nov 30th. Reflection due Tuesday Dec 5th</b>	
<b>FINAL ASSESSMENT</b> TBA							