

**Psychology 332: Organizational Behaviour
Winter 2022**

University of Toronto, St. George

Lectures Mondays 5:10 pm – 7:40 pm EST

In-person (Starting on Jan 31) @ Sid Smith 1086

Live-streamed and recorded on Zoom

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:	<p>Online Office Hours: To be held on Gathertown Tuesdays 5-6 pm & Wednesdays 12-1 pm EST and by appointment over zoom (email Will to schedule this)</p> <p>“Classroom Hours”: Mondays 7:40-8 pm EST in SS1086 (or on zoom until we are back in-person)</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/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 you WILL BE REMOVED. No waivers will be granted.

To complete this course all students require the ability to use Canvas/Quercus. 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. However, it will be delivered online over zoom (synchronously and recorded), up until our lecture on January 31st (which will be in-person, unless the University announces otherwise). That said, if needed or desired you can complete all components and succeed in this course without attending any in-person sessions (should these become available). 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 will also include ample opportunities for in-person (unless the University announces otherwise) 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 and required videos These can be viewed in-person (as COVID permits) or online (synchronously or asynchronously).
- 2 – 3 required readings and podcasts
- Work on term paper/KSA assignment

Optional:

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

Options for Accessing Lectures

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

1. Attending in person (Starting on Jan 31st, pending university approval)
2. Attending via zoom live
3. Watching the lecture recording

Option 1. In-Person Lectures. Starting on January 31st (pending university and public health approval) lectures will take place in Sid Smith 1086 on **Mondays from 5:10-7:40 pm EST**. Even once in-person classes are available again, you do NOT have to attend 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. All lectures can be attended remotely and synchronously over zoom. This will be the primary method of delivery while we are all online until January 28th (we will have our first in-person lecture, Jan 31st, unless we hear otherwise from the University) and will also continue to live stream the lectures if/when we return to the classroom. 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. All lectures will be live streamed (and recorded) over Zoom. The link for all lectures is: <https://utoronto.zoom.us/j/87640372081> Passcode: **psychology**. I will 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.

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.

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)	6% or 0%	Multiple dates (see course calendar)
KSA Data Collection	1%	Jan 31 st

Midterm Assessment	28%	9am EST on Mon Feb 28 th to 11:59 pm EST on Wed March 2 nd
KSA Research Paper	27% or 33%*	March 28 th
KSA Reflection	8%	April 4 th
Final Assessment	30%	9 am EST Tuesday April 12 th to 11:59 pm EST Thursday April 14 th .

*For students who choose not to complete the exercises/discussions the final paper will be worth 33%.

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.

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.

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 (**7:40- 8pm 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 **Wednesdays 12-1 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 42% 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 (1%). Due: Monday Jan 31st 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 (27% or 33%). Due: Monday March 28th 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: Monday April 4th 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 6%). 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 6% of your overall grade (reducing your paper grade to 27% 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

Midterm & 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.

The **midterm assessment** will be posted at 9 am EST on Monday Feb 28th and can be submitted anytime until **11:59 pm EST on Wednesday March 2nd**. While you have almost 3 days to work

on this, 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. The midterm assessment will include all material covered up until that point. More details to be posted on Quercus and discussed in class.

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 Tuesday April 12th and can be submitted until **11:59 pm EST Thursday April 14th**.

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. Although take-home, the midterm and final are exams and should be treated as such.

Review Sessions: We will hold Question & Answer review sessions prior to the midterm and 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 cannot ultimately 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. The plan for assignments, assessments, online office hours, and discussion groups would remain the same as everything can be completed remotely.

Course Policies

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.

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>
- Grant, A. (2020). BONUS episode: the fall of We-Work's culture. In *WorkLife*. TED. <https://music.amazon.ca/podcasts/96c8daed-ccd1-45f4-856e-982837d4de38/episodes/43adff98-719b-4233-b8b2-e3dbaaaff0ca/worklife-with-adam-grant-bonus-the-fall-of-wework's-culture>

Optional:

- 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 (article plus podcast)

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.
- Kang, S., DeCelles, K., Tilcsik, A., & Jun, S. (2016). The unintended consequences of diversity statements. *Harvard Business Review*, 56-61.
- 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

Optional:

- 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*.

Lecture 5: Motivation & Engagement (Part I)

- 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.
- **Reading TBA: Maybe this one: Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work & stress*, 22, 187-200.**
- MYW S03 Episode 02 – COVID, Work, and Universal Human Needs: <https://open.spotify.com/episode/3kdjdRuncganmS4VulChWY>

Lecture 6: Motivation & Engagement (Part II)

- 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.
- **Reading TBA**
- 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>

Lecture 7: 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 8: Teamwork & Groups

- 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>
- Salas, E., Reyes, D. L., & McDaniel, S. H. (2018). The science of teamwork: Progress, reflections, and the road ahead. *American Psychologist*, 73, 593-600.
- 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 9: 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.
- **Reading TBA**
- 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 10: 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.
- **Podcast TBA**

Lecture 11: 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](#)
- Revisit (from Lecture 1): 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>

Course Calendar

Week	Lect	Date	Lecture Topic	Required Readings	Required Podcast	Assignments Due	
1	1	Jan 10th	Intro to the Course & Organizational Behaviour	Syllabus	Kang (2020). From Surviving to Thriving (Episode 1)		
2	2	Jan 17th	Organizational Structure & Culture	Hogan & Coote (2014); Oremus (2020)	Grant (2020). BONUS episode: the fall of WeWork's culture	Intate Poll	
3	3	Jan 24th	Key Outcomes & Personality	Cote et al (2011); Stein & Swan (2019)	Grant (2020). Your Hidden Personality	Optional Exercise/Discussion 1	
4	4	Jan 31st	Hiring & Impression Formation	Kang et al (2016); Youngman (2017)	Grant (2020). Reinventing the Job Interview.	Optional Exercise/Discussion 2 KSA Data Collection	
5	5	Feb 7th	Motivation & Engagement (Part I)	Rigby & Ryan (2018); TBA	MYW S03 Episode 02 – COVID, Work, and Universal Human Needs		
6	6	Feb 14th	Motivation & Engagement (Part II)	Gagne & Forest (2008); TBA	Grant (2021). Why it pays to raise pay		
7		Feb 21st	READING WEEK				
8		Feb 28th	MIDTERM Posted: Monday Feb 28th @ 9 am EST Due: Wed March 2nd @ 11:59 pm EST				
9	7	March 7th	Leadership	Gandolfi & Stone (2017); McLaughlin, et al. (2020)	Dunbar (2018) After the Glass Ceiling, the Glass Cliff	Optional Exercise/Discussion 3	
10	8	March 14th	Teamwork & Groups	Duhigg (2016); Salas et al (2018)	Grant (2018). The Daily Show's Secret to Creativity	Optional Exercise/Discussion 4	
11	9	March 21st	Diversity & Inclusion	Galinsky et al (2015); TBA	Kang (2020). Leaning into Diversity, Inclusion, & Belonging	Optional Exercise/Discussion 5	
12	10	March 28th	Occupational Health & Workplace Wellness	Richardson (2017); Song et al (2019)	TBA	Final Paper Due	
13	11	April 4th	Organizational Development & Change	Spicer (2020) Kniffen, et al. (2021)	Revisit: Kang (2020). From Surviving to Thriving (Episode 1)	KSA Reflection Due	
			FINAL ASSESSMENT Posted: 9 am EST Tuesday April 12th Due: 11:59 pm EST Thursday April 14th.				