PSY332H1 S
Organizational Behaviour
Winter 2024 Syllabus

Course Meetings

PSY332H1 S

Section	Day & Time	Delivery Mode & Location
LEC5101	Tuesday, 5:00 PM - 8:00 PM	In Person: SS 1088

Refer to ACORN for the most up-to-date information about the location of the course meetings.

All lectures will also be live-streamed via Zoom (https://utoronto.zoom.us/j/87640372081 pw: psychology). Recordings of all lectures will be posted within 24 hours on the course Quercus page.

Course Contacts

Instructor: Dr. William Ryan
Email: ws.ryan@utoronto.ca
Office Hours and Location: In-person (SS 4029) or on Zoom. Sign up for a timeslot here: https://calendly.com/profwill/15-minute-appointment
Additional Notes: Please see the "Asking Questions and Getting Help" Sections below for more info on the best way to get timely responses to different types of questions. Pronouns: he/him

Teaching Assistant: Savannah Tremblay
Email: savannah.tremblay@mail.utoronto.ca
Office Hours and Location: Available via email, or by appointment as needed

Course Overview

An analysis of the individual, group, and institutional structures and processes that influence behaviour within organizations. Topics may include motivation, leadership, communication, group processes and teamwork, and organizational culture.

Course Description

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.

Course 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.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, (PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1)/ (PSY230H1/ PSY230H5/ PSYB30H3)
Corequisites: None
Exclusions: IRE260H1/ RSM260H1
Recommended Preparation: None
Credit Value: 0.5

Options for Accessing Lectures
Option 1. In-Person Lectures. Come to the classroom listed above. I'd love to see you in class!

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 lectures synchronously and participate in discussions may do so. I will monitor the chat and answer questions and we will utilize breakout rooms for discussions.

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!

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.

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. This helps keep me and the lectures fresh and interesting!

Marking Scheme

Assessment	Percent	Details	Due Date
Discussion Participation	8%		No Specific Date
Self-Assessment	1%		2024-01-23
Job Analysis & Resume Audit	15%		2024-02-13
Midterm	26%		2024-02-27
KSAO White Paper	24%		2024-03-26
In-Person Final Exam	26%		Final Exam Period

All assignments are due before class starts (5:00 pm) on the date noted.

Discussions (up to 8%)

This 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. To facilitate real-time engagement students will be able to participate whether they join the class in-person or over zoom. Grades will be based on participation in the discussion activity. As elaborated below, these are a chance to get some points for engagement and reduce the weight of the tests.

There will be a total of 9 in class discussions/activities total (see course schedule for dates). Students have a "free pass" to miss one discussion making each of the remaining 8 worth 1% each. There is no penalty if additional discussions are missed; the weight of each additional missed discussion will simply be reallocated to the midterm and final exam (.5% to each). So, for example, if you miss 3 discussions total, your midterm and final exams would be worth 1% more each. In other words, for each in-class discussion you attend (in person or on zoom) you reduce the weight of your midterm and final exams.

Self-Assessment (1%)

For this assignment you will complete a series of self-report measures of vocational interest, personality, and knowledge, skills, abilities, and other characteristics (KSAOs). You submit your scores on each measure via the google form link (posted 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. This assignment will provide you with information that you will need for the Job Analysis & Resume Audit assignment and the KSAO research paper (more info on both below).

Job-Analysis & Resume Audit (15%)

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 reflect on the results you obtained in the self-assessment assignment (above). 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.

Knowledge, Skills, Abilities, & Other Characteristics (KSAOs) White Paper (24%)

The goal of this assignment is for students to delve deeper into research on organizational psychology and communicate this to an industry audience. For this assignment you will write a 5-7 page (not including references or figures) "white paper" (a research review paper for an industry audience). For this paper you will select a KSAOs (e.g., a measure of personality, leadership, motivation, emotional intelligence, etc.). In the paper you will define this KSAO and discuss the extent to which research supports the connection between your selected KSAO and individual and organizational outcomes (or not), including the proposed mechanism(s) of this connection. Based on the literature you reviewed, discuss whether and how this KSAO should be utilized (or not) as the basis of workplace decision-making (e.g., in hiring, promotion, training, forming teams, etc.). For this paper you will need to find at least 4 peer-reviewed sources (not covered in class) that address your topic (additional sources, including non-peer reviewed sources, or sources from class are welcome).

Midterm & Final Assessments (between 52% and 60% total)

There will be two tests in this course: A midterm test and a final exam. **Each is worth between 26% and 30% of your overall grade**, depending on how many discussions you participate in (see above)

- **Location & Timing:** All tests and exams will take place *in person*. The midterm will be held during class time in our regular classroom. The final exam will be held over the exam period and scheduled by A&S. They will announce the date, time, and location mid-semester.
- **Structure & Content:** All tests will consist of multiple choice and short answer questions. Tests will be based on the lectures and required readings. You will be responsible for material covered in both the lectures and the required readings. Questions will require knowledge not just of specific content, but ability to think critically about course themes, connect topics in the course, and apply what you have learned to real-world situations. The final exam is cumulative, integrating across the course, but with more questions specifically addressing new content since the midterm. More details will be posted on Quercus and 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.

Late Assessment Submissions Policy

A deduction of 5% will occur for each day late. See late/missed assignments policy below.

Course Schedule

Week	Lect	Date	Lecture Topic	Required Readings	Required Podcast	Assignments Due
1	1	Jan 9th	Intro to the Course & Organizational Behaviour	Syllabus; McRae et al (2023)	Optional Podcast: Grant (2023). Chat GPT did NOT title this podcast	
2	2	Jan 16th	Organizational Structure & Culture	Warrick, (2017)	Grant (2022) The 4 Deadly Sins of Work Culture	Discussion 1
3	3	Jan 23rd	Personality & Other KSAOs	Stein & Swan (2019); Dattner et al (2019)	Grant (2020). Your Hidden Personality	**Self-Assessment** Discussion 2
4	4	Jan 30th	Hiring & Impression Formation	Kang et al (2016); Beard (2019)	Grant (2020). Reinventing the Job Interview.	Discussion 3
5	5	Feb 6th	Motivation & Engagement	Bakker (2011); Mangenelli et al (2018)	MYW S03 Episode 02 – COVID, Work, and Universal Human Needs	Discussion 4
6	6	Feb 13th	Compensation & Reward Structures	Gagne & Forest (2008)	Grant (2021). Why it pays to raise pay	**Job Analysis & Resume Audit**
7		Feb 20th	READING WEEK			
8		Feb 27th	**MIDTERM**			

9	7	March 5th	Leadership	Lord et al (2017)	Dunbar (2018) After the Glass Ceiling, the Glass Cliff	Discussion 5
10	8	March 12th	Teamwork & Groups	Salas et al (2018); Gallo (2023)	Grant, A. (2018). The Daily Show's Secret to Creativity.	Discussion 6
11	9	March 19th	Diversity & Inclusion Initiatives	Georgeac & Rattan (2022); Dobbin & Kalev (2018); Plaut et al (2018)	Kang (2020) Leaning into Diversity, Inclusion, and Belonging	Discussion 7
12	10	March 26th	Workplace Stress & Wellness	Demerouti et al (2021)	Kang (2020). From Surviving to Thriving	**KSAO Research Paper** Discussion 8
13	11	April 2nd	Organizational Change, Wrap-up & Review	Revisit McRae et al (2023) (from Lecture 1)		Discussion 9
			FINAL EXAM **TBA**			

Policies & Statements

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 and to include multiple perspectives and critiques of classic research and theory. 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. Your suggestions and critical feedback are therefore encouraged and appreciated! You can provide this feedback in office hours, via email, or anonymously via the course surveys that will be conducted at the midpoint and end of the course.

Quercus

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.

*Grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, until they have been formally approved and posted on ACORN at the end of the course.

Late/Missed Assignments

Assignments handed in late will incur a 5% deduction in points for EACH day that they are late. See sections below for policies on accommodations related to illness, personal or family emergencies, accessibility needs, and religious observances. Assignments not turned in will receive a 0.

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 tests or the exam.

Missed Tests & Exams

As a rule, makeup tests are not given. If you miss the midterm test, you must submit documentation that demonstrates your inability to complete that test (i.e., the ACORN illness self-declaration tool or Verification of Illness) and let Will/Dr. Ryan know within 7 calendar days of the due date of the missed test. In these cases, the weight of the midterm assessment will be added to the final exam. If you miss the final exam, you must get in touch with your College Registrar as soon as possible to work out a plan.

Grade Disputes: The 24/14 Policy

You must wait for at least 24 hours following the return of an assignment before bringing a grade concern to me; use this time to reflect upon your performance and grade (and give your professor and TAs a chance to breath after posting the grades). If, after review, you are still concerned about the grading of a particular item or assignment, you may request a regrade by emailing the professor/Dr. Ryan/Will. Regrade requests must be made within 14 business days of the return of the assignment or test. Regrade requests after this deadline will not be considered. If there is a mistake in the grading, we need to address that in a timely manner. For

miderm test regrade requests, you must attend a midterm test viewing session to see your test before requesting a regrade (so you can determine whether there is a mistake to be regraded). 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. Regrade requests that are based on proximity to a desired grades will not be considered.

On the use of Generative Artificial Intelligence (Gen AI) Tools

Gen AI tools (such as ChatGPT) should not be used to generate your entire assignment submissions, though they can be helpful tools. 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).

Academic Integrity & 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. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at http://www.writing.utoronto.ca. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see A&S Student Academic Integrity (https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the University of Toronto Website on Academic Integrity (https://www.academicintegrity.utoronto.ca).

Although we will be using a plagiarism detection tool (Ouriginal) in this course, 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 (e.g., building on a first draft, including common references or assignment instructions) 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.

Plagiarism Detection Tool

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 web site (https://uoft.me/pdt-faq).

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.

In order to receive accommodations (e.g., extension, midterm re-weight) documentation is required. You will need to complete one of the following:

1. the ACORN absence declaration form (https://registrar.utoronto.ca/policies-and-guidelines/absence-declaration/). 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* and for a period of up to 7 days.
2. the Verification of Illness (VOI) form (http://www.illnessverification.utoronto.ca/index.php). This form may be used for any illness or medially-related absences.
3. Documentation from a medical professional that contains the same information as the Verification of Illness form.

More information on the current Faculty of Arts & Science Policy is available here: https://www.artsci.utoronto.ca/current/academics/student-absences.

Please note, that you do NOT need to divulge specifics of your situation to me, just the duration of the absence and the support or accommodation requested.

Depending on your circumstances 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. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Students with Disabilities or Accommodation Requirements

Students with diverse learning needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services

(AS) at the beginning of the academic year by visiting
https://studentlife.utoronto.ca/department/accessibility-services/. 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 assess your 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 needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Religious Accommodations

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 cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Cell Phones and Laptop Usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

Video Recording and Sharing (Download Permissible; Re-use Prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.

Participation & Conduct in Class

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, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance, record of offences, or any other identity category.

Mental Health and 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 emergencies, or other crises. 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 resources for every situation and every level of stress- from the typical stress of university life to coping with severe crises. These resources are available through your College Registrar or through Student Life (http://studentlife.utoronto.ca and http://www.studentlife.utoronto.ca/feeling-distressed). 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.

Additional Content

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 either via the chat or by raising your hand.

2. **Office Hour Appointment.** 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
   - 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.
   - You will be able to select what type of appointment you would like.
   - In person appointments will be held in SS4029
   - 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 emailWill/Dr. Ryan and/or the TA with questions. Please note that we receive many emails, so allow up to two business days for a response.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 an office hour appointment.

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 and listen to all the podcasts. These will be covered on the assessments. Read/Listen and take notes. Most students find it helpful to read or listen 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!

Required (& Optional) 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.*
- Optional: Grant (2023) Chat GPT did NOT title this podcast. [Audio Podcast Episode]. In 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.
- Grant, A. (2022) The 4 Deadly Sins of Work Culture. In 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

Optional:

- Fountaine, T., McCarthy, B., & Saleh, T. (2019). Building the AI-powered organization. *Harvard Business Review, 97*(4), 62-73.
- 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

Lecture 3: Personality & Other KSAOs

- 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.
- 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). Your hidden personality. [Audio Podcast Episode]. In TED. https://www.ted.com/talks/worklife_with_adam_grant_your_hidden_personality?language=en&referrer=playlist-worklife_with_adam_grant

Lecture 4: & Hiring

- Kang, S., DeCelles, K., Tilcsik, A., & Jun, S. (2016). The unintended consequences of diversity statements. *Harvard Business Review*, 56-61.
- Beard, A. (2019). Experience doesn't predict a new hire's success. *Harvard Business Review. https://hbr.org/2019/09/experience-doesnt-predict-a-new-hires-success?fbclid=IwAR3iPZTStCLncHkW2C2Ydm3-m2-6mIh5tZmX40KS3IVV6CJzEgmzacXWWtc*
- Grant, A. (2020). Reinventing the Job Interview. [Audio Podcast Episode]. In 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:

- Grant, A. (2020). Job interviews are broken. There's a way to fix them. Overlaps with podcast: https://www.nytimes.com/2020/05/01/smarter-living/how-to-fix-job-interviews-tips.html

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-iconic-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 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 McSweeny'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

Lecture 7: 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 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.

Lecture 8: Teamwork & Groups

- Salas, E., Reyes, D. L., & McDaniel, S. H. (2018). The science of teamwork: Progress, reflections, and the road ahead. *American Psychologist, 73*, 593-600.
- Gallo, A. (2023). What is psychological safety? *Harvard Business Review.* *https://hbr.org/2023/02/what-is-psychological-safety*
- Grant, A. (2018). The Daily Show's Secret to Creativity. [Audio Podcast Episode]. In TED.

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.* https://www.sonia-kang.com/podcast

Lecture 9: Diversity & Inclusion Initiatives

- 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
- 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.
- Kang, S. (Host) (2020). (No. 2) Leaning into diversity, inclusion, and belonging. In [Audio Podcast Episode]. *For The Love of Work.* 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 10: Workplace Stress & Wellness

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

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.*