Psychology 332: Organizational Behaviour
W2023
University of Toronto, St. George
Mondays 5 – 8 pm
In Person @ Sidney Smith 1084
Live-streamed (and recorded) on Zoom @ https://utoronto.zoom.us/j/87640372081
Passcode: **psychology**

	Instructor	**Teaching Assistants**
Name:	Dr. William Ryan (Will)	████████████
E-mail:	ws.ryan@utoronto.ca	████████████████████
Office Hours:	In-person (SS 4029) or on Zoom. Sign up for a timeslot here: https://calendly.com/profwill/15-minute-appointment	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:
- **PSY201H**1/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 or desired, you can access and complete any or all components of this course remotely. This is to allow you maximum flexibility and opportunities for success in the course. 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 podcast
- Studying lecture and reading content
- Work on assignments-

          o   Weeks 1-5: Self-Assessment, Job Analysis, & Resume Audit
          o   Weeks 6-12: KSAO Research paper

Optional:
- Exercises & Discussions (some weeks)
- Weekly anonymous survey to ask any questions, identify points of confusion, and provide feedback
- 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
2. Attending via zoom live
3. Watching the lecture recording

Option 1. In-Person Lectures. Lectures will take place in Sid Smith 1084 on **Mondays from 5 – 8 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 or comfortable doing so for whatever reason. 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 or do not wish to 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. Students attending in person are also welcome to log onto zoom and ask questions using the chat if you prefer that to asking out loud in-class.
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 different time zones, illness, scheduling concerns, 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, however, please note that it will not be possible to participate in the optional discussions when listening asynchronously.

Note: You are welcome to use any of the above options to listen to and participate in lectures. You 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), three assignments (a self-assessment, a job analysis and resume audit, and the KSAO research paper), and optional weekly(ish) exercises. Details regarding each assignment are provided in the sections below.

Assessment	Weight	Due Date(s)
Discussion Groups & Exercises (optional)	8% (or 0%)	4% for group leadership, 4% for participation. Multiple dates (see course calendar)
Self-Assessment	1%	January 23rd
Job Analysis & Resume Audit	15%	February 6th
Midterm Assessment	24% (or 28%)	February 27th
KSAO Research Paper	28%	March 27th
Final Assessment	24% (or 28%)	During Final Assessment Period- Date TBA

*For students who choose not to complete the exercises/discussions the midterm and final will be worth 28% each.

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 2 appointments per week.
   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. **Weekly Survey.** For each lecture you will have the opportunity to complete a short anonymous 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 if you are completing the course asynchronously or may be hesitant to ask questions in class. Links to weekly surveys can be found on Quercus on the weekly pages.

4. **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 you think other students may have as well.

5. **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

Exercises & Discussion (0% or 8%). This *optional* weekly(ish) assignment is a chance for students to dig into Organizational Behaviour in more depth, discuss it with their classmates, and apply it to their own lives. If you chose to do these, they will count towards 8% of your overall grade (reducing the weight of your midterm and final by 4% each). To facilitate real-time engagement students will be able to participate either in person or over zoom.

Those who chose to do these optional assignments will complete each short exercise on their own and then discuss with other students (either in person or synchronously over Zoom) during the last 30 minutes of class. The individual exercises and discussion questions (provided by the instructor) will be posted on Quercus. 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.

Self-Assessment (1%). Due: **Monday January 23rd before 11:59 pm**
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 will also ask another person who knows you well to provide observer ratings (i.e., they will rate you on these measures as well). 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%). Due: **Monday February 6ᵗʰ before 11:59 pm**
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) Research Paper (28%).
Due: **Monday March 27ᵗʰ before 11:59 pm**
The goal of this assignment is for students to delve deeper into research on organizational psychology. For this assignment you will write an 6-8 page (not including title page and references), double-spaced, APA-style paper in which you will review research and theory on one of the KSAOs you learned about during the self-assignment (Leadership, Motivation, Emotional Intelligence, etc.). In this paper you will define this KSAO and discuss the extent to which research supports its connection to individual and organizational outcomes (or not), including the proposed mechanisms of these connections. 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 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).

Midterm & Final Assessments

Weight:
There will be two exams in this course, a midterm and a final exam each worth 24% (if you are doing the optional exercises/discussions) or 28% (if you are not doing the optional exercises/discussions).

Timing:
Both exams will be online (administered over Quercus) and available for a 24-hour period. You can take the exam any time during this period. The exams are written to take only 3 hours each. Once you start the exam you will have 4 hours to complete it (unless you start too close to the end of the window!). This extra time is provided to help reduce the stress of time pressure and account for any technical difficulties you might have.

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 by the date and time noted below unless there is a verifiable emergency or other documented reason (see *Course Policies* section below)**. Late exams are NOT accepted and will be treated as missed exams.** See *Course Policies* below.

- Midterm: Monday February 27th 9 am – Tuesday February 28th 9 am.
  - Note: There will be NO CLASS on the day of the midterm assessment to allow time for you to work on it.
- Final:
  - During Final Assessment Period (April 11th- 28th), 24-hour exam window TBA

Structure & Content:
Both exams will consist of short answer and long 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

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 or to skip acting as your group leader on the date you've signed up for.

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 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!

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 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
- 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*, 63-77.

Recommended Podcast:
- Grant (2022) The Dos & Don'ts of Returning to the Office. [Audio Podcast Episode]. In *WorkLife.* TED. https://www.ted.com/talks/worklife_with_adam_grant_the_do_s_and_don_ts_of_returning_to_the_office?referrer=playlist-worklife_with_adam_grant_season_5

Lecture 2: Organizational Structure & Culture
- Schein (1986). What you need to know about organizational culture. *Training & Development Journal, 40,* 30-33.
- Spicer, A. (2020). Organizational Culture and COVID-19. *Journal of Management Studies*, *57*, 1737-1740.
- 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

Optional:
- 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
- Schneider, B., González-Romá, V., Ostroff, C., & West, M. A. (2017). Organizational climate and culture: Reflections on the history of the constructs in JAP, *Journal of Applied Psychology, 102*, 3, 468-482.
- 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

Lecture 3: Key Outcomes & Personality
- 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.
- 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

Optional:
- 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*, 1073-1080.

Lecture 4: Hiring & Impression Formation
- 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*
- 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:
- Bigman, Y. E., Wilson, D., Arnestad, M. N., Waytz, A., & Gray, K. (2022). Algorithmic discrimination causes less moral outrage than human discrimination. *Journal of Experimental Psychology: General*.
- Grant, A. (2020). Job interviews are broken. There's a way to fix them. *NYT.* 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 Heirarchy 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
- 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*, 133-147.
- Deci, E. L. et al., (2017). Self-determination theory in work organizations: The state of a science. *Annual Review of Organizational Psychology and Organizational Behavior*, *4*, 19-43

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 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
- Krueger, A. (2022). Who is Quiet Quitting for? *NYT.* https://www.nytimes.com/2022/08/23/style/quiet-quitting-tiktok.html

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 *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.
- Gardner, W. L. Karam, E. P., Alvesson, M., & Einola, K. (2021). Authentic leadership theory: The case for and against. *The Leadership Quarterly*
- Rubin, E. N. (2013). Assessing your leadership style to achieve organizational objectives. *Global Business and Organizational Excellence*, *32*, 55-66.
- Ibarra, H. (2015). The authenticity paradox. *Harvard Business Review*, Jan-Feb, 2015, 52-59.

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

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

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*, 742-748.
- 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. (2018). Why doesn't diversity training work? The challenge for industry and academia. *Anthropology Now*, *10*, 48-55.
- 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:
- 2016 HBR article that parallels Dobbin & Kalev (2018): 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.

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

Lecture 11: Organizational Development & Change
- Revisit from Lecture 1:
  - 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*, 63-77.
  - *Recommended Podcast:* Grant (2022) The Dos & Don'ts of Returning to the Office. [Audio Podcast Episode]. In *WorkLife.* TED. https://www.ted.com/talks/worklife_with_adam_grant_the_do_s_and_don_ts_of_returning_to_the_office?referrer=playlist-worklife_with_adam_grant_season_5

Course Calendar

Week	Lect	Date	Lecture Topic	Required Readings	Required Podcast	Assignments Due
1	1	Jan 9th	Intro to the Course & Organizational Behaviour	Syllabus; Kniffen et al (2021)	*Recommended Podcast*: Grant (2022) The Dos & Don'ts of Returning to the Office	
2	2	Jan 16th	Organizational Structure & Culture	Schein (1986); Spicer (2020)	Grant (2022) The 4 Deadly Sins of Work Culture	**Intake Poll**
3	3	Jan 23rd	Key Outcomes & Personality	Stein & Swan (2019)	Grant (2020). Your Hidden Personality	Discussion 1 **Self-Assessment Due**
4	4	Jan 30th	Hiring & Impression Formation	Kang et al (2016); Beard (2019)	Grant (2020). Reinventing the Job Interview.	Discussion 2
5	5	Feb 6th	Motivation & Engagement	Bakker (2011); Mangenelli et al (2018)	MYW S03 Episode 02 – COVID, Work, and Universal Human Needs	**Job Analysis & Resume Audit Due**
6	6	Feb 13th	Compensation & Reward Structures	Gagne & Forest (2008)	Grant (2021). Why it pays to raise pay	
7		Feb 20th	**READING WEEK**			
8		Feb 27th	**MIDTERM**			
9	7	March 6th	Leadership	Lord et al (2017)	Dunbar (2018) After the Glass Ceiling, the Glass Cliff	Discussion 3
10	8	March 13th	Teamwork & Groups	Duhigg (2016); Salas et al (2018)	Grant, A. (2018). The Daily Show's Secret to Creativity.	Discussion 4
11	9	March 20th	Diversity & Inclusion	Galinsky et al (2015); Georgeac & Rattan (2022); Dobbin & Kalev (2018)	Kang (2020) Leaning into Diversity, Inclusion, and Belonging	Discussion 5
12	10	March 27th	Workplace Stress & Wellness	Richardson (2017); Demerouti et al (2021)	Kang (2020). From Surviving to Thriving	**KSA Research Paper Due**
13	11	April 3rd	Organizational Change, Wrap-up & Review	Revisit Kniffen, et al. (2021) (from Lecture 1)	Revisit Recommended Podcast (from Lect 1): Grant (2022) The Dos & Don'ts of Returning to the Office	
			FINAL ASSESSMENT TBD			