



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 260H1 F

Organizational Behaviour

Fall 2014

Course meets:

L0101 Monday 10am-12noon Christianson (WW 121)

L0201 Monday 1-3pm Christianson (WW 121)

L0301 Monday 3-5pm Christianson (WW 121)

Instructor:	Marlys Christianson marlys.christianson@rotman.utoronto.ca
E-Mail policy:	I will make every attempt to reply to your email within 24 hours of its receipt unless I am traveling or otherwise without email, which I will inform you about in advance (if at all possible).
Phone:	416.978.0250
Office Hours:	Wednesdays 1:30-2:30pm & by appointment (South Rotman building, RT 6028). Please note that I will also be more readily available by phone and email at this time.
Course website:	http://portal.utoronto.ca
Text website:	http://www.pearsoned.ca/highered/divisions/myOBlab/index.html The text contains useful information that complements lectures. In particular, the text includes definitions of the key concepts, and practice essay/application questions for each chapter. Please note that "My OB Lab" is a supplemental study guide that comes with the text. Previous students have not found it particularly helpful and it is not required for the course.

If you have questions about the class, please check the syllabus first, as I have tried to answer as many questions as possible here.

Course Scope and Mission

This course is designed to provide you with an in-depth introduction to the broad range of theory, research, and practice in organizational behaviour. Organizational behaviour is the study of how individuals and groups impact the behaviour within an organization. As managers or as employees, you will encounter issues ranging from the individual level to the group level and the organizational level, and you will need to be aware of how these areas fit into your working life. Topics in this course include understanding individual differences, motivating and leading employees, working in effective groups, ethics and negotiations, among others.

My goal in this course is for you to become familiar with organizational behaviour research and theory, and to be able to think critically about organizations and their effectiveness. I encourage you to think of yourself not as a student in a course but as a “manager in training” to get the most out of this course.

Since your organizational experience is somewhat limited at this stage, I will do my best to create activities that help you apply your learning to the real world. My goal is that you learn as much as possible about organizational behaviour that you can actually use in your own life.

Course Prerequisites:

RSM100Y1

Course Exclusions:

IRE260H1, PSY332H1, WDW260H1

Required Readings

G. Johns & A. M. Saks. (2013). Organizational Behaviour (9th edition). Toronto: Pearson Prentice Hall. This is the best textbook for an introductory organizational behaviour course. Designed more for a two-term course instead of one, you will be reading selected chapters.

NOTE: In the past, some students have asked whether they could use older versions of this textbook. We recommend the current version (9th edition) because it is the most up-to-date, but the material in older versions of this textbook is fairly similar to that in the current version. Please note that content does not change much year to year, but it will be your responsibility to figure out what page numbers and chapters the readings cover in these old versions.

Expectations:

- Students will be proactive and will seek out resources to help facilitate learning. I am happy to help you identify resources; however, if you have specific questions about the class, please check the syllabus before asking questions as I have tried to answer most of them here.
- Students will learn to act professionally as they would with coworkers and with supervisors/superiors. Therefore, you will learn to communicate professionally (including email), work professionally in groups, present knowledge gained, equitably and fairly distribute work, as well as meet strict deadlines as you would in any modern organization.
- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Organizational Behaviour (OB).
- Students will use critical and creative thinking skills, skeptical inquiry, and the scientific approach to solve practical problems in organizations.
- Students will understand and apply OB principles to personal, social, and organizational issues.

- Students will develop insight into their own and others' behaviour and mental processes and apply effective strategies for self-management and self-improvement.
- Students will develop realistic ideas about how to implement their OB knowledge and skills in occupational pursuits in a variety of settings.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials. Last day to drop this course from academic record and GPA is **November 3, 2014**.

Assignment	Value	Due dates (Subject to change)
Class participation	5%	Ongoing
Group project proposals	5%	Oct 3, 2014 by 5pm
Group project presentation	2% (pass/fail)	Nov 24, 2014 during class
Group project reports	15%	Dec 1, 2014 by the beginning of class
Midterm test	30%	Oct 6, 2014 7-9pm* Room SF 2202 & SF 3202
Final term test	40%	Will be scheduled during the Faculty of Arts & Science Final Examination period
Research Credit	3%	November 21, 2014

*The midterm location is SF 2202 & SF 3202, the Sanford Fleming Building. If you have another class at this time you must inform me by Sept 22, 2014. Otherwise, you are subject to either a zero for the test or, in the case of a properly documented emergency, taking the final at 70% of your grade.

What Do Grades Mean?

Percentage	Grade Value	Definition
90-100	A+	4.0
85-89	A	4.0
80-84	A-	3.7
		Excellent
77-79	B+	3.3
73-76	B	3.0
70-72	B-	2.7
		Good
67-69	C+	2.3
63-66	C	2.0
60-62	C-	1.7
		Adequate
57-59	D+	1.3
53-56	D	1.0
50-52	D-	0.7
		Marginal
0-49	F	0.0
		Wholly inadequate

COURSE FORMAT AND EXPECTATIONS

More detail about how each form of evaluation in the course can be found below:

Class Participation (5% of grade)

You will be graded based on the value your participation provides to other students in the class. You begin the semester with 2.5 out of 5 points and gain points by increasing the value of the course for other students. Students have previously increased value for other students in the following ways:

- Offered comments in class that clarified issues pertaining to the material.
- Asked questions that prompted the instructor to clarify complex material.
- Discussed with the instructor ways to enhance any component of the course.

We will make notes of any student behaviour that increases the value of the course for other students. You can lose points by decreasing the value of the course for other students. For example, students in the past have decreased the value for other students in the following ways:

- Attended sections in which they were not registered. This decreases value for other students because of overcrowding (students sitting on floor, crowded space), distraction, and, ironically, larger classes decrease class participation.
- Arrived to class late or left early. It is disruptive for students who arrive and attend class on time.
- Absent from class.
- Had cell phones ring in class.
- Made inappropriate comments or behaviours that distracted from the learning environment.

Students can also gain or lose points in other ways. Please talk to instructor if concerned about this grade.

Group Project (22% of grade = 5% for proposal + 2% for presentation + 15% for final report)

You will form groups of approximately 7-8 members. Your group members **must** be in your RSM260 section. Your team is to conduct an analysis of a real organization, exploring an aspect of organizational behaviour that interests you and that is relevant to the organization(s) you are studying. Your study should be analytical and issue-oriented, not merely descriptive. You will adopt the position of a management consultant, endeavouring to understand the organization and to propose actions that solve problems. The group project is a central component of the course and worth a significant portion of your grade. You should therefore begin thinking about possible organizations to study now, and begin working on the project as soon as your team has been formed. Specifically, you should do the following:

- **To Complete Group Proposal (5%)**
 - a. *Select an organization to study.* The organization can be for-profit or non-profit and consist of employees, volunteers, students, or hobbyists. An important criterion to consider in choosing your organization is accessibility – you need to have a contact person who will cooperate with your study and give you access to needed information and people.
 - b. *Establish a contact person.* Find someone in the organization who can grant you access to organizational information and members. Explain how you wish to study

their organization for class and obtain written permission to do so. We strongly suggest you write a letter that the contact person will sign stating that you are allowed access to the organization to collect information for your project. Please give us a copy of the letter for our files. If you have a problem or issue in mind, see if your contact person is comfortable letting you study it. If your contact person says no or you do not have a problem or issue in mind, ask the contact person for suggestions. Consent form is posted on Portal.

- c. *Select an issue.* The range of options is large. It needs to involve organizational behaviour topics that are relevant to the organization you select. You can choose among topics discussed during lectures (on page 13 of this syllabus) and/or in the textbook. For example, students in the past have studied the association between (a) the quality of work relationships and job satisfaction, (b) goal commitment and job performance, and (c) the personality trait of extraversion and sales. It is very important that you focus your analysis on one core issue. Papers that attempt to do too much typically lose their focus and receive low marks. We encourage you to contact us to discuss your ideas for topics.
 - d. *Write a proposal.* Finally, turn in the project proposal, worth 5% of your total grade, online through Portal by 5pm Oct 3, 2014. The proposal should list the class section, group number, group members, the organization(s) you are studying, the name and job title of your contact person(s), and a one-page description of the issue you will study. The proposal should clearly describe why your study will help to improve our understanding of how people act and work in organizations – this is the information that you will summarize in a one page description. In addition, you can include an appendix which describes how you will gather the information and the data – that is, indicate the expected number of respondents and include the survey and/or interview questions. Your instructor will give feedback to help you conduct the best project possible. The proposal must be on 8.5"x11" paper, with 1-inch margins, in 12pt Times New Roman font. The group proposal can be single spaced. Your appendices are not graded, but will provide the opportunity for the instructor to give you feedback on these attachments.
- **To Complete Group Presentation (2%)**
 - a. *Prepare for a short in-class presentation:* All groups will present their group projects in class on Nov 24, 2014. This type of assignment is a way to practice presentation skills, which are important in the workplace, in a safe and supportive environment. More information about the format of this presentation will be shared with students during lectures leading up to the group presentations. The presentations will be graded on a pass/fail basis (for 2% of final grade) in order to minimize the pressure associated with public speaking. Many students find this one of the most enjoyable and rewarding aspects of the course.
 - **To Complete Group Report (15%)**
 - a. *Gather relevant information and data.* You have several options for gathering information and data. You may create and administer a survey or you may interview key informants from the organization you are studying. You may observe workers. Use any data collection procedure that will help you achieve your goals.

- b. *Analyze your problem or issue.* Using the information you have gathered about the organization, draw some conclusions about the issue you are studying. Draw on the organizational behaviour literature relevant to your topic to help you analyze it. Your analysis should be clear, logical, and based on what you have learned from your data, the class, the text, and other readings. It is often helpful to include tables and figures in the report to clarify your analyses.
- c. *Generate suggested solutions.* Given your analysis of the problem, generate key steps an organization can take to improve any problems and build on any strengths. Your suggestions should involve things an organization could actually do given constraints. It might be helpful to first lay out all possible solutions, including “ideal” ones in a world without constraints, and then select from those, attempting to approximate the ideal ones. Your suggestions should be based whenever possible on general and guiding principles of organizational behaviour learned in the course.
- d. *Final paper formatting.* The final project report should be up to **10 typed, double-spaced, and numbered pages** of text, plus references, tables, figures, and appendices. The paper must have **1-inch margins on 8.5”x11” paper, with 12pt Times New Roman font**. Please write clearly and concisely and follow APA guidelines when it comes to the format of your paper, including how you format your references. The following website is a great resource for the APA guidelines: <http://owl.english.purdue.edu/owl/resource/560/01/>.

More precise grading criteria will be posted on the course website. Below are the main sections to be covered in the paper – I encourage you to use these italicized labels as headers for each section of the paper. The *introduction, method, results, and discussion* sections are the most important (and these sections together can be at most 10 pages). Typically, students fail to put sufficient information in the introduction and discussion sections.

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1. *Title page:* please include the following:
 - paper title, Instructor’s name, section #, group number, date, authors and student #s
2. *Executive summary:* a 150-word paragraph overview of the entire report (new page)
3. *Introduction:* organizational issue studied, relevance to organizations (new page)
4. *Method:* description of organization, contact person, data collection procedures
5. *Results:* analysis of aggregate data
6. *Discussion:* make conclusions, alternative explanations, suggest solutions
7. *References* (new page)
8. *Tables* (new page)
9. *Figures* (new page)
10. *Appendices* (new page)

Note. Do not put page breaks between Introduction, Method, Results, and Discussion sections.

- e. *Submit final paper.* Please submit both a hard copy and an electronic copy (through Portal) by the beginning of the lecture on Dec 1, 2014.

IMPORTANT NOTE ON MANAGING YOUR GROUP:

Your group project requires students to work in teams. Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-

based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

1. Read the document entitled, "Working in Teams: Guidelines for Rotman Commerce Students" which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team's process of learning how to work together effectively and when handled well can generate creativity and bring-multiple perspectives to the solution.

Student teams are collectively expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

** For an appointment with a Rotman Commerce Team Coach, please contact Nikoleta Vlamis at nikoleta@nikoletaandassociates.com or Elaine Zapotoczny at elaine@nikoletaandassociates.com. Nikoleta and Elaine are highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

4. Coordinating activities in the team: There are often difficulties in coordinating tasks within teams. To help your team stay "on track," you should assign multiple assignments to each individual due at regular intervals during the semester. A problem arises if you assign one person to do the theoretical work, another to collect information, two people to analyze data and to write your results, and one person to put the whole package together. You can tell how well the first few people are working out early on, but you cannot tell how the final person is doing until it is much too late! So, try not to organize the work like that.

During the last week of class, we will collect confidential information from each of you about the contribution of each group member. In cases where it is clear that an individual has made little or no contribution to the group work, we will adjust that individual's mark on the project to a mark less than that given to the group as a whole.

Examinations (70% = 30% midterm exam + 40% final exam)

- **Midterm Exam (30%):** It will be a two hour common midterm (Oct 6, 2014 7-9pm) covering material from readings and lectures up to and including Lecture 4, and will be common for all sections. There will be NO class the week of the exam. If you cannot complete the midterm exam because of an excused absence (see p. 9 of syllabus), the

value of the midterm exam (30% of your final grade) will be transferred to the final exam that will then account for 70% of your final grade.

- **Final Exam (40%):** The exam will be a two hour exam covering material from readings and lectures for the entire semester. The final exam will take place during the Faculty of Arts & Science Final Examination period.

Research Participation (up to 3%)

Organizational Behaviour and Marketing researchers develop hypotheses and run experimental studies to test these hypotheses with actual behaviour. You are required to participate in three research studies. You will receive 1% credit for each hour of research you participate in. You also have the alternative option of analyzing up to three articles that report research studies, each worth 1%. This opportunity is intended to supplement the material by giving you more direct exposure to management research.

Participation in Research Studies. To participate in a research study, sign-up for an account online at <https://rotman-credit.sona-systems.com>. When you request an account, make sure you fill out all of the information accurately, including selecting the correct course and section, to ensure that you receive credit. Once you have an account, you may read over the descriptions of research studies that are posted online. When you identify a study in which you would like to participate, you may view available timeslots for that study and sign-up online to participate. Participation in each study will take between 45 and 60 minutes. Studies will involve minimal or no risk to participants. All studies have been approved through the University of Toronto's ethics review process. You will be debriefed at the end of the study. You will be given credit for completing the study once you correctly answer a question about some aspect of the study. Participation in research studies will take place until **November 21, 2014**.

Please contact robert.latimer@rotman.utoronto.ca with questions concerning research studies. You will be given more information on this during class in the coming weeks by Robert Latimer.

Analysis of Article. To analyze an article, go to the library web site and find an article that interests you in one of the following journals: the *Administrative Science Quarterly*, the *Academy of Management Journal*, the *Journal of Applied Psychology*, *Organizational Behaviour and Human Decision Processes*, or *Personnel Psychology*. The article should be published between 2009-2013. Read the article. Write a one-page summary of (a) the objectives and hypotheses of the article, (b) the importance of the issues to organizational behaviour, (c) the research reported in the article, including the design of the study, the sample, and the materials (stimuli) used in the study, (d) the key results, (e) the strengths and weaknesses of the study, and (f) the usefulness of the results to organizational behaviour practitioners. The analysis will be graded on a pass/fail basis. Please submit your summaries to Robert Latimer by **November 21, 2014**.

Other Important Information:

- The role of the instructor is to create an atmosphere conducive to learning and to give students the best opportunity to succeed.
- The role of the student is to be open to the opportunity to learn.
- This is a dynamic setting. Changes to the course may occur during the semester. I welcome your feedback about how to enrich the course.
- Students with disabilities or special needs are asked to inform the instructor as early as possible in the term in order to facilitate appropriate accommodation.

- Please be prompt for class and expect to stay for the entire period.
- Lecture outlines will be posted on Blackboard but please note that these are only

guidelines, and they are meant to be supplemented with your own note-taking.

- Please note that clear, concise, and correct writing will be considered in the evaluation of all written assignments. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes, and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services – where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.
- There is no extra credit for this course.
- A student who believes that an individual item of term work has been unfairly marked may ask the person who marked the work for re-evaluation. Re-marking of finals will follow university procedures—please note that the entire work (i.e., test, proposal, project) will be re-evaluated.
- Final grades will not be changed except for computational error.

Submission of Assignments

Assignments are due as indicated in the syllabus both in hard copy at the time of class as well as electronically through Turnitin.com (through Portal). Normally, students will be required to submit their course essays to Turnitin.com 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 Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

If a student misses the midterm exam for an approved absence, the final exam will be reweighted and will count for 70% of the total grade. Any other issues that arise will be addressed on an individual basis at the discretion of the instructor.

Late Assignments

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Assignment grades will normally be reduced by 5 percentage points (e.g., from a 75% to a 70%) if the assignment is not received by the specified time, and by an additional 5% points for each additional day late. However, late submission by itself will not result in a grade being reduced below 50%. The instructor reserves the right to refuse to grade any assignment that is more than two weeks late, in which case a grade of 0% will be assigned for that part of the course grade. If the delay is the result of illness or domestic affliction, the individual involved must contact the instructor BEFORE the due date of the assignment and explain the position. A medical certificate or other supporting evidence will be required, although if necessary these may follow after the due date.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:

disability.services@utoronto.ca or <http://www.accessibility.utoronto.ca/>.

Academic Integrity

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at www.portalinfo.utoronto.ca/students and review the Frequently Asked Questions.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Your Objectives: How Can You Succeed in this Course?

I will do everything possible to create conditions that will allow you to succeed. Ultimately, though, your success depends on your personal effort. To help you succeed, I recommend the following guidelines:

1. **Complete assigned readings AFTER class.** You will be most comfortable when you have completed readings/exercises after the day's lecture; that way, you will have familiarity with the main concepts.
2. **Check on and read EMAILS or WEB ANNOUNCEMENTS.** Vigilantly check for email and

postings on the course web site as additional information will be sent to you regarding the class throughout the term.

3. **Write thoughtfully.** You will be happiest with the evaluation of your performance on your writing assignments when your work is grammatically correct, free of spelling errors, logically organized, concise, clear, and creative. Thoughtfully written work is the most persuasive and defensible.
4. **Attend class sessions regularly.** You will get the greatest benefit from this course when you commit to attend every lecture. I aim to design lectures that make your attendance worthwhile and interesting. Lectures are designed to complement and extend the textbook. We will do exercises, discuss cases, and view videos that will demonstrate the “real life” importance of the concepts discussed in the textbook. Some exam questions will cover the exercises, cases, and videos from class.
5. **Participate in class.** An important part of class sessions will be the dialogue between you, your classmates, and your instructor. Questions will be posed in a friendly and non-confrontational manner. Further, we will use these classroom conversations to help you discover new ways of thinking about the material you have studied, rather than as tests of whether you can recite a specific set of facts. As much as possible, I want to create a classroom environment that allows you to actively participate in learning about organizational behaviour. Toward this end, I encourage you to interact both formally and informally with me and with your classmates. In addition to lectures, we will also spend some of our class time working on applied cases, exercises, and demonstrations, analyzing real world issues.
6. **Keep me informed.** I encourage students to visit me for feedback and answering questions about projects and examinations. Please do not hesitate to come to my office hours to discuss any aspect of the course. Also, you are responsible for notifying me immediately about problems or issues. Please do not assume that I know if something is bothering you – tell me.
7. **Writing aids.** The website *Writing at the University of Toronto* at <http://www.writing.utoronto.ca/home> includes many specific files of advice on academic writing which might be of great value to students. Also, writing workshops are frequently made available at your college.
8. **If English is your second language:** Of particular interest might be the following link to *Online Resources for Students of English as a Second Language*: <http://www.writing.utoronto.ca/advice/further-resources/online-esl-resources>

Weekly Schedule

(Tentative – subject to change depending on the progress of the class)

Lecture	Date	Topic	Readings and deliverables*
1	Sept 8	Introduction to Organizational Behaviour: Ways to Think about Work in an Increasingly Diverse and International Context	Ch 1 and Appendix (pp. 603-618)
2	Sept 15	Job Satisfaction, Motivation, and Job Design	Ch 4 and 5 Ch 6 (only pp. 200- 210)
3	Sept 22	Personality and Perception <i>Intro to Group Projects</i>	Ch 2 (only pp. 41-51) and Ch 3 Group membership due Sept 26 5pm
4	Sept 29	Course Feedback and <i>Midterm Review</i>	Group proposal due Oct 3 5pm
5	Oct 6	Midterm: Oct 6, 2014 (7-9pm) • Location SF 2202 & SF 3202	
***	Oct 13	THANKSGIVING – no class	--
6	Oct 20	<i>Midterm Feedback</i> Leadership and Culture	Ch 9
7	Oct 27	Power and Ethics <i>Group Project Work Time</i>	Ch 12
8	Nov 3	Decision Making and Negotiation	Ch 11 and 13 (only pp. 452-464)
9	Nov 10	Group Dynamics and Teams	Ch 7
***	Nov 17	NOVEMBER BREAK – no class	--
10	Nov 24	<i>Group Presentations</i>	--
11	Dec 1	Final Review	Group papers due
FINAL	TBD	Final examination period: Dec 7-19, 2014	--

Note: You will have time in class on Sept 22nd to select your own group (see syllabus for details). If you miss this class, you must email your instructor and indicate group membership by Sept 26th 5pm at the latest. Group proposals will be submitted online through Portal and will be due Oct 3rd at 5pm. Group papers are due at the beginning of class on Dec 1, 2014 (hard copy + electronic copy on Portal).

**Assignments are due both in hard copy to me at the BEGINNING OF CLASS time as well as an electronic copy (posted on Portal) unless indicated otherwise. If you do not meet or exceed this deadline, you are subject a zero without sufficient documentation of legitimate excuses (i.e., documented illness or emergency).*