



# Rotman Commerce UNIVERSITY OF TORONTO

## Course Outline

### RSM 260H1S

Organizational Behaviour  
Winter 2019

Course meets:

L0101 Monday 11am-1pm Christianson (BL 205)  
L0201 Tuesday 9-11am Feinberg (WO 30)  
L0301 Tuesday 11am-1pm Feinberg (WO 30)  
L0401 Wednesday 4pm-6pm Yao (WO 35)  
L0501 Thursday 6pm-8pm Acikgoz (WO 25)

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Instructor: Atif Acikgoz: [amal.radie@mail.utoronto.ca](mailto:amal.radie@mail.utoronto.ca)  
Marlys Christianson: [marlys.christianson@rotman.utoronto.ca](mailto:marlys.christianson@rotman.utoronto.ca)  
Matthew Feinberg: [matthew.feinberg@rotman.utoronto.ca](mailto:matthew.feinberg@rotman.utoronto.ca)  
Yao Yao: [yaoyao.yao@mail.utoronto.ca](mailto:yaoyao.yao@mail.utoronto.ca)

#### Office Hours:

For L0101, office hours (Christianson) by appointment only (South Rotman building, RT 6028)  
For L0201 and L0301, office hours (Feinberg) by appointment only (South Rotman building, RT 6072)  
For L0401, office hours (Yao) Wednesdays from 2-4pm (location TBA).  
For L0501, office hours (Acikgoz) Fridays from 1-2pm (South Rotman building, LL1019)

Course website: <https://q.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 COURSE, PLEASE CHECK THE SYLLABUS FIRST**  
**– THE ANSWER IS PROBABLY IN 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.

Our 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. We 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, we will do our best to create activities that help you apply your learning to the real world. Our goal is that you learn as much as possible about organizational behaviour that you can actually use in your own life.

## Course Prerequisites:

RSM100H1/MGT100H1/RSM100Y1

## Course Exclusions:

IRE260H1, PSY332H1, WDW260H1

## Required Readings

G. Johns & A. M. Saks. (2017). Organizational Behaviour (10th 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 (10th 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.

You are expected to cover the assigned reading from the textbook after the topic is covered in class. Classroom lecture, activities, and discussion are all designed to introduce the concepts and make them relevant. Textbook readings are designed to reinforce, detail, and clarify what you experience in class.

## 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.

### Additional Assignments:

There will be a weekly assignment designed to introduce that week's concept to you and get your curiosity flowing. You should do this assignment ***prior*** to attending class that week. These assignments will include reading a media article about scientific research, watching a video, or coming up with a potential solution to a critical thinking problem. The goal of these assignments is to make the knowledge personally relevant to you. Learning is most effective when information is personally relevant.

I will email you the upcoming week's assignment via Quercus.

### 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. The last day to drop this course from academic record and GPA is **March 17, 2019**.

Assignment	Value	Due dates (Subject to change)
Class participation	5%	Ongoing
Weekly reaction papers	5%	Weekly, due at the beginning of each class
Group project proposal	5%	Group proposal due Feb 8, 2019 by 5pm
Group project presentation	2%	Week 11 class (Mar 25/26/27/28)
Group project report	15%	Week 12 class (Apr 1/2/3/4)
Midterm test*	25%	Feb 13, 2019, 6pm – 8pm Location TBA
Final term test	40%	TBA (during the Faculty of Arts & Science Final Examination period)
Research Credit	3%	April 5, 2019 by 5pm

\*There will be a common midterm for all five sections of RSM260. Please note: If you have another class at the time of the midterm time you must inform me by Jan 25, 2019. Otherwise, you are subject to either a zero for the test or, in the case of a properly documented emergency, taking the final at 65% 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	Adequate
60-62	C-	1.7	
57-59	D+	1.3	Marginal
53-56	D	1.0	
50-52	D-	0.7	
0-49	F	0.0	Wholly inadequate

### Class Participation:

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:

- Attended all sections.
- 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.

I 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.

### Special Note about Electronic Devices:

**I encourage you to NOT use laptops during lecture.** There is good empirical evidence that notetaking on a laptop decreases how much conceptual content you remember:

<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>. Moreover, this is now the norm in most top MBA programs. I post an outline of the slides before class to facilitate this process. If you do use technology during class, please note that the use of electronic devices (phones, computers, tablets) for *any* purpose besides taking notes will result in you losing class participation credit. Not only does this behavior ensure that your learning suffers, but it unfairly impairs others' learning.

### Weekly Reaction Papers:

For each class, you will be expected to turn in a short reaction paper in response to that week's assignment. You will receive a pass/fail grade on each assignment. Unless otherwise specified by me, to get a passing grade, you should write about 2-3 paragraphs explaining (a) what you found interesting, surprising, or confusing, (b) how what you've learned relates to your own life both in terms of experiences you have already had and in terms of experiences you could potentially have in the future, and (c) things you would like to know more about regarding the assignment's topic.

In total, reaction papers will be worth 5% of your grade. I highly encourage you to complete all reaction paper assignments. They are designed to help you prepare for class, enhance your learning, and assist you in working on your critical thinking and writing skills. Yet, I recognize that “things happen”. Therefore, you will be allowed to not submit or receive a fail grade on up to two reaction papers in total and still receive the full 5 points.

**You will need to submit both an electronic and hard copy of each reaction paper.** If you have to miss class, please provide a hard copy to a friend in the class to turn in for you. The hard copy will be graded. The electronic copy is only used for record-keeping purposes.

### **Group Project:**

In total, the group project is worth 22% of your grade: 2% for presentation + 20% for the final report

The topics and theories we discuss pertain to real organizational issues in current issues and events. This assignment is intended to further your knowledge of how organizational behaviour can apply to these current events and the real issues that organizations and employees are facing, while improving your writing and theoretical application skills.

You will write this paper and present it as part of a group of 5-7 students. Your group members will be assigned to you on the 3<sup>rd</sup> week of class.

Instructions: You will locate and analyze a current article in a mainstream, North American newspaper or magazine article that relates to a theory or topic we discuss in class (that is, directly relates to an issue within an organization, or by a manager or employee of an organization). Please save a copy of the article, and turn it into me via Quercus by the due date posted below. You will also be asked to briefly outline the issue(s) you plan to focus on, and the theories or course concepts you plan to apply. This proposal is for feedback purposes to allow you to improve for the final submission. Note that the first group to submit an article to me will have the rights to that article and no two groups can use the same one.

- Format: The paper should be approximately 7 pages (*and no longer than 1750 words*), read like an essay with formal essay/paragraph structure, and contain the following content areas (ideally with clear headers):
  1. Summarize the article in your own words. (1-2 paragraphs) For example:
    - What is the issue the organization, manager, or employee is facing?
    - Why did the issue come about? What is the brief history of the issue?
    - Why is this good/bad for the employee and/or organization?
  2. What are the OB theories/topics that relate to this issue? (1-2 pages)
    - Briefly summarize the one to two theories that you will use to help explain the issue. While there may be many related theories, it is best to limit yourself to the most relevant ones to be able to clearly explain and provide enough detail for your grade. Include definitions.
  3. Apply the OB theories/topics to the issue (2 pages)

- Clearly explain how the theories/topics apply to the issue. Use examples from the article to make it clear that you understand how the theory/topic applies to this situation. Analyze the situation based on what you know from class.
4. Recommendations and conclusions (1 page)
- Based on what you know about OB, what can you recommend to the employee or organization to improve their situation? Or, in the case of a positive example, what can you suggest for other organizations based on what you learned from this situation and your knowledge about OB?
5. Please include a copy of the article in the appendix and appropriately cite and quote any content from the article and the textbook or other sources. You are not required to use other sources for this assignment, but you can cite the textbook and class slides if you wish.

*Final paper formatting.* The final project report should be **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 include a word count at the end of the paper.

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/>.

*Submit final paper.* As a group, please submit **one** electronic copy (through Quercus and including all group members' student IDs) by the due date posted below.

Marking rubric (raw scores):

Theory/topic accuracy, definitions, understanding, and choice appropriateness	5
Application (accuracy and explanation) and analysis	8
Writing quality (logical, thorough, convincing, etc.) and conclusion	5
Formatting and inclusion of article	2

### Group Presentation (2%)

*Prepare for a short in-class presentation:* All groups will present their group projects in class. 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 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.

Please also see the section below, "For Group Work" for discussion on working with a group for class.

## For Group Work:

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; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

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. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When 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 Nouman Ashraf at [nouman.ashraf@rotman.utoronto.ca](mailto:nouman.ashraf@rotman.utoronto.ca). Nouman is 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.

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.

- NOTE: During the last week of class, I 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, I will adjust that individual's mark on the project to a mark less than that given to the group as a whole.

## Examinations:

Together, the two examinations will be worth 65% of your total grade: 25% midterm exam + 40% final exam

- Midterm Exam (25%): It will be a two-hour common midterm covering material from readings, assignments, lectures, and in-class experiences 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 the value of the midterm exam (25% of your final grade) will be transferred to the final exam that will then account for 65% of your final grade.
- Final Exam (40%): The exam will be a two hour exam covering material from the entire semester. The final exam will take place during the Faculty of Arts & Science Final Examination period.

## Research Participation:

### ***Assignment Timeline & Important Deadlines***

You must complete 3-credit-hours' worth of studies to fulfill your research participation requirement in this course. Participation opportunities in research studies for the Winter 2019 session are anticipated to begin the academic week starting, **Monday, January 7, 2019**. The final study participation deadline, and last day to submit an article analysis, is **Friday, April 5, 2019 at 5 pm**. If you have any trouble with registration, questions the subject guide or SONA FAQ do not clarify, or need any further assistance, please contact **Team BRL**: [Behavioural.Lab@Rotman.Utoronto.ca](mailto:Behavioural.Lab@Rotman.Utoronto.ca), and we will be happy to assist you!

**Participation.** To participate in a research study, you will be using the Rotman Behavioural Lab (BRL) Sona participation website: <https://rotman.sona-systems.com>. You should have had a BRL Study Pool Sona account created (or, updated) for you, with a **username that matches your UTORID**, and either the email you registered for courses with (for new users), or your (now) UofT email for returning users. New users should check their emails for a link to complete registration. If you registered for a course late, or using a non-UofT email you no longer have access to, please, contact [Team BRL](#) for assistance.

**You been pre-registered for all of your RSM credit pool participating courses this term.** Please, check your enrollment (especially, section numbers) carefully. If you have already added or dropped credit participating courses, or do so later in the semester, you can (and, should) update your Sona roster using the "Change Courses" feature under the "Credit-Hours" section of your "My Profile" page.

After logging in, Sona, you can find a list of studies currently running at the BRL via the "Studies" tab. Read the study descriptions carefully: most studies take place in the lower level of the Rotman building in the Behavioural Research Lab (LL1015K), but others may run online, or in another physical location. Once you identify a study you are interested in participating in, select an open time slot that works with your schedule, and choose which course you want the study credit applied to on the final registration screen.

Participation in the actual research will take between 45 and 60 minutes for a 1 credit study or between 15 and 30 minutes for a 0.5 credit study. You will be debriefed at the end of the study, and you will be asked to answer a question about some aspect of the study. Once you correctly answer the question you will be given credit. More detailed instructions on the assignment, and using the Sona system can be found in your [Subject Participation Guide](#).

**Analysis of Article.** Although, we highly encourage you fulfill your participation requirement through research study participation, you may also elect to earn research credits through completion of article analyses. These analyses must be based on research articles from designated journals dependent on



your class, and are graded on a pass/fail basis. Article analyses are worth 1-credit-hour of participation, and are graded on a pass/fail basis. To submit an article analysis, sign up for any open time spot on the "Alternative Study Participation Article Analysis Assignment" found on the Sona studies page (you will be asked to fill out the details of the article you are reporting on, and upload a word document). For detailed information on the article analysis assignment, including instructions on properly submitting the analysis to ensure credit is received, please, refer to your [Subject Participation Guide](#), or the FAQ on Sona. To earn full participation doing only the alternative assignment, you would need to write 3 article analyses for this course.

## **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 Quercus. The electronic copy will have a time-stamp on it. Make sure you turn in all assignment on time.

## **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. The Request for Special Consideration Form and supporting documentation must be submitted in a timely manner in order for the request to be reviewed.

In such cases, students must notify the Rotman Commerce Program Office on the date of the course deliverable such as a missed test, or assignment missed class (in the case of participation marks), or due date. They must then complete a [Request for Special Consideration Form](#) and submit it along with supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Office within **2 business days** of the originally scheduled course deliverable. Students who do not provide appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed course deliverable.

Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted.

**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 later report of illness made by the student to a physician.**

If a student misses the midterm exam for an approved absence, the final exam will be reweighted and will count for 65% of the total grade. Any other issues that arise will be addressed on an individual basis at the discretion of the instructor.

### **Late 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.

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 (e.g., medical certificate) will be required. Without appropriate documentation, I will not accept any late assignments.

## **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: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) or <http://www.studentlife.utoronto.ca/as>.

## **ACADEMIC INTEGRITY**

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

*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 U of T 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.

## QUERCUS AND THE COURSE PAGE

The online course page for this course is accessed through Quercus. To access the course page, go to the UofT Quercus login at <https://q.utoronto.ca> and log in using your UTORid and password. Once you have logged in, look for your courses on your Dashboard 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 additional Portal Information for Students at <http://portalinfo.utoronto.ca/content/information-students>.

## 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, Quercus 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.

## RE-GRADES

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. Unsubstantiated re-grade requests will not be looked upon favorably.

To request a re-grade, the student must do each of the following:

- 1.) Put in writing exactly what question(s) is being disputed.
- 2.) Explain exactly why the student believes that question(s) has been graded unfairly/incorrectly.
- 3.) Provide specific reference to page numbers in the textbook or other resources that support the student's argument.
- 4.) Submit this written request no later than 1 week after the exam has been returned to the student.

## Your Objectives: How Can You Succeed in this Course?

We 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, we 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. **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.
3. **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.
4. **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. 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.
5. **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.
6. **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.
7. **If English is your second language:** You may find this link helpful: <http://www.writing.utoronto.ca/advice/further-resources/online-esl-resources> -

## Weekly Schedule

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

Week	Date	Topic	Readings
1	Jan 7/8/9/10	Introduction to Organizational Behaviour	Ch 1
2	Jan 14/15/16/17	Job Satisfaction, Motivation, and Job Design*	Ch 4 and 5 Ch 6 (only pp. 200-223)
3	Jan 21/22/23/24	Personality and Perception* <i>Intro to Group Projects</i>	Ch 2 (only pp. 44-52) and Ch 3
4	Jan 28/29/30/31	Leadership and Culture*	Ch 9
5	Feb 4/5/6/7	<i>Midterm Review*</i>	
6	Feb 11/12/13/14	Midterm: Feb 13, 2019 6-8pm <b>No classes this week</b>	
NOTE: Reading Week means there will be no classes the week of Feb 18			
7	Feb 25/26/27/28	<i>Midterm and Group Proposal Feedback</i> Organizational Communication and Socialization*	Ch 8 and 10
8	Mar 4/5/6/7	Power and Ethics* <i>Group Project Work Time</i>	Ch 12
9	Mar 11/12/13/14	Decision Making and Negotiation*	Ch 11 and 13 (only pp. 462-475)
10	Mar 18/19/20/21	Group Dynamics and Teams*	Ch 7
11	Mar 25/26/27/28	<i>Group Presentations*</i>	--
12	Apr 1/2/3/4	Final Review	--
FINAL	<b>TBD</b>	Final examination period: Apr 6-30, 2019	--

*Note: Group proposals will be submitted online through Quercus and will be due Feb 8th at 5pm. Group papers are due at the beginning of class in Week 12 (hard copy + electronic copy on Quercus).*

*\*Reaction Assignments are due both in hard copy to your instructor at the BEGINNING OF CLASS time as well as an electronic copy (posted on Quercus) 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).*