



# Rotman Commerce UNIVERSITY OF TORONTO

## Course Outline

### RSM 260H1 F

Organizational Behaviour  
Fall 2020

Course meets: Mostly asynchronously (see below for select synchronous activities)

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Course Delivery: This course will be offered mostly asynchronously in that lectures will be posted weekly; students will review the lectures and engage in discussion boards within a specified time period. Throughout the semester, students will engage in various synchronous activities, as defined by the course schedule.

Instructor: Anny Fong  
Email : [anny.fong@mail.utoronto.ca](mailto:anny.fong@mail.utoronto.ca)  
Office Hours: Virtual meeting, by appointment.  
Course website: <https://q.utoronto.ca/>  
Text website: <https://connect.mheducation.com/class/a-fong-rsm-260-fall-2020-student-access>

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: If you have questions about the class, please check the syllabus first, as we 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.

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

## Statement on Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

## Required Readings

Colquitt, J., LePine, J. A., Wesson, M. J., & Gellatly, I. R. Organizational Behavior: Improving Performance and Commitment in the Workplace (6<sup>th</sup> edition). New York, NY: McGraw-Hill Irwin. 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. This text is available in print or online.

## Access Instructions:

1. Enter your **Course Invite Link**: <https://connect.mheducation.com/class/a-fong-rsm-260-fall-2020-student-access>
2. **Enter your email address** to join the class; click **Begin**
3. **Sign in** if you have used a McGraw-Hill product before OR **Create a new account**
4. Select your access option
  - a) **“Use Connect code”** you purchased from the bookstore
  - b) **“Connect”** with a credit card or PayPal account

NOTE: In the past, some students have asked whether they could use older versions of this textbook. We recommend the current version 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.

### Required Technology

For Fall 2020, this course will be conducted entirely online. To participate fully and to complete the course successfully, you must ensure you have a computer with a working webcam, microphone and reliable access to an internet connection. For further details, please visit this link: [Recommended Technology Requirements for Remote/Online Learning](#)

### 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, they or she has command of the course materials. The last day to drop this course from academic record and GPA is **November 9, 2020**.

| Assignment             | Value | Due Dates (subject to change)                                |
|------------------------|-------|--|
| Reaction papers        | 5%    | Throughout semester<br>Mondays 7pm EDT                       |
| Discussion engagement  | 5%    | Throughout semester<br>Mondays 7pm EDT to Wednesdays 7pm EDT |
| Midterm Test           | 25%   | TBA  |
| Group project proposal | 2%    | October 22, 11:59pm via Quercus                              |
| Group project          | 20%   | November 26, 11:59pm via Quercus                             |
| Final term test        | 40%   | TBA (end of term)  |
| Research credit        | 3%    |  |

### 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 | Good              |
| 73-76 | B  | 3.0 |                   |
| 70-72 | B- | 2.7 |                   |
| 67-69 | C+ | 2.3 | Adequate          |
| 63-66 | C  | 2.0 |                   |
| 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 |

### **Time Zone Considerations**

Throughout the semester, any references to timing, especially as it relates to when assignments are due, are provided in the Eastern Daylight Time (EDT) time zone; this is the time zone that Toronto is in. For example, if it is indicated that an assignment is due on September 21, 7:00pm, the assignment is due on September 21, 7:00pm EDT, according to “Toronto time.”

### **COURSE FORMAT AND EXPECTATIONS**

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

#### **Announcements made via Quercus:**

Throughout the semester, students are expected to keep up to date with the course material and announcements through Quercus.

#### **Asynchronous Lectures:**

Throughout the semester, I will be posting lecture material each week on Mondays at 7:00pm EDT. Students can review the lecture material, which will be in the format of PowerPoint slides and voiceovers with a written transcript, after the lecture is posted. Occasionally, throughout the semester, videos may be posted as well. Prior to the lecture (with the exception of the first week), students will be asked to complete a reaction assignment which relates to the topic of the lecture. After the lecture, students are to engage in discussion boards that have questions related to the lecture; the discussion boards will be open for 48 hours after the lectures are posted.

#### **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 electronically submit each reaction paper on Quercus before lectures are posted. Thus, reaction assignments are due on Mondays at 7:00pm throughout the semester.*

### **Discussion Engagement (5%)**

You will be expected to engage in discussions through Quercus discussion boards. Discussion boards will have guiding questions that relate to the lecture material; it is expected that students review the lecture material, and in many cases complete the reaction assignment, prior to engaging in the discussions. The discussion boards aligned to lectures will be open for 48 hours after the aligning lecture is posted. Students are expected to bring their insights and thoughts to further the discussion for the class. Students are expected to follow reasonable guidelines, which will be posted, and etiquette for engaging in respectful discussions. Students are encouraged to visit the discussion boards multiple times while they are open to update the conversation. Students will be separated into smaller groups to engage in these discussions; this enables students to have a fruitful discussion in a smaller group so that all opinions, experiences, and insights can be comfortably voiced. The discussion group membership will be changed throughout the semester so that students have an opportunity to discuss and interact with different peer groups. The teaching team will be monitoring and moderating the discussions to ensure that discussions are on track and remain respectful. Summaries of the key themes and ideas across the various discussions board will be posted after the discussion boards have closed. For this component, all students will start with a mark of 2.5 out of 5 and will move up or down based on the discussion board rubric that will be provided with the first lecture. Throughout the semester, as students engage discussions and move the conversation forward, the mark will increase. If a student lacks in discussion engagement or consistently engage in disrespectful, hurtful, or otherwise unacceptable behaviour, the mark will decrease. As lectures are posted on Mondays at 7:00pm, *students are expected to engage in the discussion boards between Mondays 7:00pm to Wednesdays 7:00pm.*

### **Synchronous Activities:**

There will be a few activities that will require students, or groups of students, to be online at the same time. These activities are meant to provide some real-world applications and experiences of some of the concepts discussed in lecture. Insights gained from engaging in these activities may be part of discussion board discussion topics.

These activities are planned for October 19, November 23, and November 30 (see weekly schedule). The exact timing will be determined closer to the dates; it is anticipated to provide multiple timeslots for students to participate so that we can maximize our flexibility with students' different schedules. Follow the announcements closely on Quercus as we approach these dates.

**GROUP PROJECT:** In total, the group project is worth 22% of your grade: 2% for the proposal + 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 to 7 students; I will assign the groups, but will follow these guidelines:

- Student groups are within the same lecture section
- Group students who are in similar time zones (as much as I possibly and reasonably can) to enable you to more easily meet virtually

- Try to accommodate request for certain classmates to work together; I will try my best to accommodate, but cannot guarantee that all requests will be accommodated. The requests must be made to me in writing by September 26, 11:59pm.

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 a Qualtrics link posted 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 Turnitin 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 |

### **For Group Work:**

The group project and all of its components requires students to work in teams of 5 to 7. Working as a team is challenging; this is true both in the real world and in your academic classes. However, learning to work together in teams is an important aspect of your education and preparation for your future careers. You are encouraged to review the teamwork resources available to all Rotman Commerce students at <https://rotmancommerce.utoronto.ca/teamwork-resources> while navigating these challenges, but keep in mind that supports are also available for when you think you may need extra help.

New in the 2020-2021 academic year, the Rotman Commerce Centre for Professional Skills (RC-CPS) will offer appointments with Teamwork Mentors for any teams encountering challenges in their teamwork. Some possible reasons you might book an appointment with a Teamwork Mentor include:

- Team members have identified constraints on their time, work or accommodations they require that conflict with necessary timelines for the team.
- Teams are unsure how to divide their workload for a team project.
- Teams are concerned about how to integrate the individual contributions of each member and how to ensure team members are contributing equally.
- Teams are concerned about how to ensure all group members are aware of academic integrity guidelines (e.g. properly attributing sources) and follow them.
- Teams would like to be able to communicate more effectively with each other, particularly when navigating a remote work academic environment.

To book a meeting with a Teamwork Mentor, send an email to [rotmancommerce.teamworkhelp@utoronto.ca](mailto:rotmancommerce.teamworkhelp@utoronto.ca) with the course code (e.g. RSM100) and team number (if available) in the subject line of the email. Any member of the team may reach out individually to book an appointment, but we also encourage teams to book their appointments as a team. You will normally receive a response within 24-36 hours, but note that during busy times of the semester the waiting period may be longer. Be proactive in booking your meeting, and do so **as soon as** challenges arise!

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, you should consult with your Accessibility Advisor about this course. For considerations pertaining to teamwork and accessibility, please see information in the section on Accessibility Needs below under the Policies and Procedures heading.

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 may adjust that individual's mark on the project to a mark less than that given to the group as a whole.

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

**Midterm Test (25%):** It will be a two-hour midterm covering material from readings, assignments, lectures, and in-class experiences up to and including Lecture 3. There will be NO class the week of the test. If you cannot complete the midterm test because of an *excused* absence the value of the midterm test (25% of your final grade) will be transferred to the final assessment that will then account for 65% of your final grade.

**Final Assessment (40%):** The assessment will be a two-hour assessment covering material from the entire semester. The final assessment will take place during the Faculty of Arts & Science Final Assessment period.

### **Research Participation Requirement**

Marketing and Organizational Behaviour researchers run experimental studies to test theories about human behaviour. The research requirement is intended to supplement this course's material, by giving you direct exposure to research in these fields. You may fulfill this requirement by:

1. Participation in three hours (credits) of research studies, **or**
2. Analysis of three research articles, **or**
3. A combination of research studies and article analyses

Note, this is **not** an extra credit assignment; credit-hours of participation translate into real percentage values, as determined by the professor (check your syllabus). You will receive one credit for each one-hour of research participation you complete, up to a maximum of three credits.

### **Using Sona: Pre-registered Account and Course Registration**

To participate in a research study, you will need to sign into our Rotman Behavioural Research Lab (BRL) research participation website (SONA): <https://rotman.sona-systems.com/>. Please add both the Sona Admin, [rotman-admin@sona-systems.net](mailto:rotman-admin@sona-systems.net), and Behavioural Research Lab, [Behavioural.Lab@rotman.utoronto.ca](mailto:Behavioural.Lab@rotman.utoronto.ca), email addresses to your contact list. This will ensure that registration, password reset links, and important updates regarding your account/study participation are not mistakenly marked as spam.

**Former Participants:** those with existing BRL credit-pool accounts on SONA can use their previous credentials to log-in, and immediately begin registering for courses and studies. **New Users:** your account has already been created for you by our Lab Manager. This account is linked to your “[[Username](mailto:[Username]@mail.utoronto.ca)]@mail.utoronto.ca” email address, and a link to complete the registration has been sent to that address.



**Trouble Logging In:** if you have overlooked your password registration link, or forgotten details of your log-in information, please use the “**Forgot Password**” feature on the SONA log-in page to have these credentials sent to your email.

Please familiarize yourself with the “**Student Research-Participation Guide**,” made available to you by your professor: this guide, as well as the FAQ on SONA, cover all the pertinent steps and criteria for registering for studies and completing your participation requirement through either study participation or article analyses. Please feel free to email [Behavioural.Lab@rotman.utoronto.ca](mailto:Behavioural.Lab@rotman.utoronto.ca) if you have any question.

Research opportunities for the Fall session are anticipated to begin the week of **September 14<sup>th</sup>, 2020**, and end at **5pm, December 7<sup>th</sup>, 2020**.

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### **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 Quercus 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](http://www.asc.utoronto.ca)) or one of the College Writing Centres ([www.writing.utoronto.ca/writing-centres](http://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.

### **Electronic Course Materials:**

This course will be using the following electronic course materials:

- Desert Survival activity (you will access this through an Internet browser)

These materials will cost a total of \$0.00, as it is already included in your ancillary fees. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

### **Credit / No-Credit Option in Rotman Commerce**

You may request to Credit/No-Credit an RSM course in the following cases only:

- The course will not be used for any specialist or focus, including the 8.0 RSM FCE requirement.
- The course does not have a group work component.

If you wish to request credit/no-credit for an RSM course, you must contact a Rotman Commerce academic advisor by the drop deadline for the current term. **The deadline for this term is November 9, 2020.**

Final approval is on a case-by-case basis with the permission of the Director, Rotman Commerce.

### **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 Quercus). 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 website.

### **Online Proctoring/ProctorU ®**

Online test(s)/exam(s) within this course may use online invigilation provided by ProctorU, an online proctoring service that allows completion of the assessment from an off-campus location. In all cases, remote recordings and desktop monitoring of the exam will be made and reviewed and held for a limited period of time in order to ensure academic integrity is maintained. With live proctoring, the remote recordings and desktop monitoring are overseen by a highly-trained human proctor who closely monitors students during the entire exam. The University of Toronto has an institutionally endorsed agreement with ProctorU that protects the privacy of the recordings, and other personal information.

- **Set-up requirements:** Access to a computer that can support remote recording is your responsibility as a student. You will need to ensure that you can complete the exam using a reliable computer (tablets are not supported) with a webcam and microphone available, as well as a high-speed internet connection. Please note that you will be required to show your TCard prior to beginning to write the exam. Detailed information is provided [here](#) and will be provided prior to the exam date and an opportunity to test your set up will be provided.
- **Academic integrity and requirements during the exam:** Students taking their examinations online must agree to be proctored by ProctorU throughout the duration of the exam. **All components** of the online proctoring service must be maintained for the duration of the exam. With live proctoring, the human proctor may reach out to the student if they lose the ability to proctor the exam (camera view obstructed/loss of remote desktop view etc). If the proctor contacts the student during the exam through a pop-up message, voice, or a loud beep, the student is expected to respond to the proctor. **Failure to respond to the proctor and/or failure to maintain all components of the online proctoring service during the exam threatens the integrity of the exam** and will be investigated to determine whether an academic offence has been committed as per the [Code of Behaviour on Academic Matters](#).

At the completion of the exam, a report of student exam-taking behaviours is generated. Exam grades will NOT be released to students until the integrity of the exam has been verified through ProctorU, the instructor and Rotman IT staff.

For additional information about online proctoring please see course information in Quercus, or visit [U of T Online Proctoring Guidelines](#). For more information on the University of Toronto's *Code of Behaviour on Academic Matters*, see the section on Academic Integrity below.

## **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 request special consideration.

In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office on the date of the missed course deliverable, e.g. missed test, assignment or class (in the case of participation marks).
2. Complete a [Request for Special Consideration Form](#) and submit it along with supporting documentation as indicated on the form. For example, this may include either your Self-Declaration of Absence on ACORN, or [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.

**Note that documentation must clearly establish that you were ill or had other circumstances that prevented you from attending on the date in question. Reports after-the-fact are not sufficient.**

If a student misses the midterm exam for an approved absence, the final term test 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 24-hour period 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 one week 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 will be required as per the policy on missed tests and 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>.

For courses with deliverables that require you to work in teams, please note the following. If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, requests for extensions impact everyone in the group. As a result, requests for late submissions of any component of teamwork will require compelling reasons, advance notice, and must work for everyone in the team. You are encouraged to discuss with your course instructor, Accessibility Advisor, and other team members what you need in order to successfully complete your coursework. Additionally, the Rotman Commerce Centre for Professional Skills offers Teamwork Mentors (see section above) who can help you and your team discuss how to support you effectively and how to develop a work plan that meets the needs and constraints of all team members.

## **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 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.

### **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>.

### **Written Assignments:**

Please note that **clear, concise and correct writing** will be considered in the evaluation of your written assignments. 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 (<http://www.studentlife.utoronto.ca/asc>) or one of the College Writing Centres ([writing.utoronto.ca/writing-centres](http://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.

### **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. Students who have been previously granted permission to record lectures as an accommodation for a disability are exempted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording 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 any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

### **FIPPA Language**

#### **Notice of video recording and sharing (Download permissible; re-use prohibited)**

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

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

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

### **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 (**unless otherwise specified**); 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. **Keep up with lecture material in a timely manner.** You will get the greatest benefit from this course when you complete the reaction assignments so that you start thinking about the material before the lecture is posted, and review the lecture material soon after it is posted (e.g. as opposed to waiting right before the midterm test to review the material). I aim to design lectures that make your engagement worthwhile and interesting. Lectures are designed to complement and extend the textbook. We will do activities, 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 reaction papers, discussion boards, exercises, cases, and videos associated with lecture.
5. **Engage in discussion boards.** An important part of class sessions will be the dialogue between you, your classmates, and the teaching team. Questions will be posed in a friendly and non-confrontational manner. We will use these discussion boards 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 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* at <http://writing.utoronto.ca/> 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.

## Weekly Schedule

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

| Class | Lecture Posting Date (7:00pm)          | Topic  | Readings/Deliverables*  | Reaction Paper Due (7:00pm) | Discussion Board Opening (7:00pm) | Discussion Board Closing (7:00pm) |
|-------|--|--|---|-----------------------------|-----------------------------------|-----------------------------------|
| 1     | Sep 14                                 | Introduction to Organizational Behaviour                                   | Ch 1 Syllabus   | N/A                         | Sep 15                            | Sep 17                            |
| 2     | Sep 21                                 | Personality and Job Satisfaction   | Ch 9<br>Ch 4<br><br>Group membership requests due Sep 26, 11:59pm | Sep 21                      | Sep 21                            | Sep 23                            |
| 3     | Sep 28                                 | Motivation and Job Design  | Ch 6  | Sep 28                      | Sep 28                            | Sep 30                            |
| 4     | Oct 5                                  | Course Feedback and Midterm Review   |   | Oct 5                       | Oct 5                             | Oct 7                             |
| 5     | Week of Oct 12                         | Midterm – date TBA<br>(Note: Oct 12 is Thanksgiving – no classes or tests) |   |                             |                                   |                                   |
| 6     | Oct 19                                 | Groups and Teams<br><br><i>+Synchronous activity</i>                       | Ch 11<br>Ch 12<br><br>Group proposal due Oct 22, 11:59pm          | Oct 19                      | Oct 19                            | Oct 21                            |
| 7     | Oct 26                                 | Leadership and Perception<br><br><i>+Midterm feedback</i>                  | Ch 14   | Oct 26                      | Oct 26                            | Oct 28                            |
| 8     | Nov 2                                  | Power and Ethics   | Sec 13.1<br>Sec 13.2<br>Sec 7.5                                   | Nov 2                       | Nov 2                             | Nov 4                             |
|       | Week of Nov 9                          | Reading week – no classes  |   |                             |                                   |                                   |
| 9     | Nov 16 (Part 1)<br><br>Nov 18 (Part 2) | Organizational Communication, Socialization, and Culture                   | Ch 16   | Nov 16                      | Nov 16                            | Nov 18                            |
| 10    | Nov 23                                 | Judgment and Decision Making<br><br><i>+ Synchronous activity</i>          | Ch 8<br><br>Group project due Nov 26, 11:59pm                     | Nov 23                      | Nov 23                            | Nov 25                            |



| Class | Lecture Posting Date (7:00pm)       | Topic  | Readings/Deliverables* | Reaction Paper Due (7:00pm) | Discussion Board Opening (7:00pm) | Discussion Board Closing (7:00pm) |
|-------|-------------------------------------|--|------------------------|-----------------------------|-----------------------------------|-----------------------------------|
| 11    | Nov 30                              | Negotiation<br><br>+ <i>Synchronous activity</i> | Sec 13.6               | Nov 30                      | Nov 30                            | Dec 2                             |
| 12    | Dec 7                               | Wrap-up and final review                         |                        | Dec 7                       | Dec 7                             | Dec 9                             |
|       | Final exam period: Dec 11 to Dec 22 | Final term test (date TBD)                       |                        | N/A                         | N/A                               | N/A                               |

*\*Assignments are due 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).*

*Please note the last day to drop a course without academic penalty is November 9, 2020*