Rotman Commerce
UNIVERSITY OF TORONTO

Course Outline

RSM 260H1 F
Organizational Behaviour
Fall 2020

Course meets:

L0201 Wednesday 9:00 am – 11:00 am Arnold (Online Synchronous)
L0301 Wednesday 11:00 am – 1:00 pm Arnold (Online Synchronous)

Instructor: Hugh Arnold: hugh.arnold@rotman.utoronto.ca

Office Hours: Virtual meeting, by appointment.

Course website: https://q.utoronto.ca/
Text website: https://connect.mheducation.com/class/h-arnold-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.

Mode of delivery:

Both sections that I am teaching during the Fall 2020 term will be delivered **entirely virtually**.
There will be no live in-person class sessions. In addition, the instruction in this course will
consist of a combination of asynchronous postings as well as **regular two-hour class sessions
conducted synchronously online** at the scheduled class time (Wednesday either 9 – 11 am
(section L0201) or 11 am – 1 pm (section L0301)). All references to class meeting times are for
the Eastern time zone (Toronto time).

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 <u>actually use in your own life</u>.

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 (6th 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:

Enter your **Course Invite Link**: https://connect.mheducation.com/class/h-arnold-rsm-260-fall-2020-student-access

1. **Sign in** if you have used a McGraw Hill product before OR **Create a new account**
2. Select your access option
   a) **"Redeem access code"** you purchased from the bookstore
   b) **"Purchase materials"** 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-Winter 2020-21, this course may 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)
Pre-assignments	5%	Throughout semester
Class participation	5%	Throughout semester
Midterm test	25%	TBA during the week of October 13 –16, 2020
Group project proposal	2%	Week 7 (October 28, 2020), beginning of class
Group project report	20%	Week 11 (December 2, 2020), beginning of class
Final term test	40%	TBA during the period from December 11 to 22, 2020
Research credit	3%	December 9, 2020 by 5 pm

What Do Grades Mean?

Percentage	Grade Value	Definition	
90-100	A+	4.0	
85-89	A	4.0	Excellent
80-84	A-	3.7	
77-79	B+	3.3	
73-76	B	3.0	Good
70-72	B-	2.7	
67-69	C+	2.3	
63-66	C	2.0	Adequate
60-62	C-	1.7	
57-59	D+	1.3	
53-56	D	1.0	Marginal
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 time zone (EDT or EST depending on dates); this is the time zone that Toronto is in. For example, if it is indicated that an assignment is due on May 14, 6:00pm, the assignment is due on May 14, 6:00pm in the Eastern Time Zone, according to "Toronto time."

COURSE FORMAT AND EXPECTATIONS

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

Class Participation (5%)

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.

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:
- Being distracted and not focused on the discussion during class sessions.
- Joining the class late or leaving early.
- Absent from class.
- Made inappropriate comments or behaviours that distracted from the learning environment.

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 4-5 students of your choice (if you would like me to help you find a group, I am happy to do that as well, but you must let me know before September 30th, after which you will do the assignment on your own).

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 <u>one to two theories</u> 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:

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 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.

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, two examinations will be worth 65% of your total grade:
25% midterm test + 40% final assessment

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.

Pre-Assignments (5%):
For each class, you will be expected to complete a small pre-assignment. The pre-assignments will help ensure that everyone is familiar with the material and on the same page during the lectures. Pre-assignments will be worth 5% of your grade. I will drop the lowest two pre-assignment scores, to account for other things coming up or bad days. Thus, you can miss two pre-assignments and still receive the full 5 points. See the course website for more details about specific pre-assignments.

Research Participation (3%)

Organizational Behaviour researchers develop hypotheses and run experimental studies to test these hypotheses with actual behaviour. You will receive course credit for participating in

research studies conducted by University of Toronto researchers. This opportunity is intended to supplement the course material by giving you more direct exposure to management research.

You can earn credit for research participation by:

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

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, and Behavioural Research Lab, Behavioural.Lab@rotman.utoronto.ca, email addresses, to the contact list of the email account linked to your Sona account. This will ensure that registration and password reset links and important updates regarding your account and the study participation assignment are not mistakenly marked as spam.

Former Participants: those with existing BRL credit-pool accounts on Sona can use their previous credentials to log into Sona, and immediately, begin registering for courses as soon as they are posted.
New Users: those of you new to our credit pool, have had your course(s) added to an account that has been created for you. This account is linked to your "[Username]@mail.utoronto.ca" email address, and a link to complete 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 the email linked to your Sona account (UofT address for new users).

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.

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 Fall 2020

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, and we will be happy to assist you!

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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) 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 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 web site.

Online Proctoring / ProctorU®**:** Online 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 mid-term and final-term 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, final assessments, assignment or class (in the case of participation marks).
2. Complete a Request for Special Consideration Form and submit it along with supporting documentation 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. After-the-fact reports are not sufficient.

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
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 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 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, respectively, 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). 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 excepted. 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. **Keep up with assigned readings on a weekly basis.** Students vary in their learning styles. Some find it helpful to review readings prior to class, while others find that the readings make more sense and are easier to internalize after the concepts have been introduced. What is extremely important is that you keep up with your readings on a weekly basis.

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* 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)

Week	Date	Topic	Readings and deliverables*
1	Sept 16	Introduction to Organizational Behaviour	Ch 1 Syllabus
2	Sept 23	Personality and Job Satisfaction *Intro to Group Projects*	Ch 9 and Ch 4
3	Sept 30	Motivation and Job Design	Ch 6 *Group membership due by 5pm of class date*
4	Oct 7	Course Feedback and *Midterm Review*	
5	TBD Week of Oct 13 – 16	Midterm: Date TBA **No classes this week**	
6	Oct 21	Groups and Teams	Ch 11 and 12
7	Oct 28	Leadership and Perception *Midterm Feedback*	Ch 14 ***Group proposal due beginning of class***
8	Nov 4	Power and Ethics	Ch 13 (Sections 13.1-13.2) Ch 7 (only 7.5)
NOTE: November Break means there will no classes Nov 11th			
9	Nov 18	Organizational Communication, Socialization, and Culture	Ch 16
10	Nov 25	Judgment and Decision-Making	Ch 8
11	Dec 2	Negotiation	Section 13.6 ***Group papers due at beginning of class****
12	Dec 9	Wrap-Up, and Final Review	
FINAL	**TBD**	Final examination period: Dec 11-22, 2020	--

Assignments are due as an electronic copy (posted on Quercus) unless indicated otherwise. If you do not meet this deadline, you are subject to 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