

General Course Information

Instructor:	Thomas Sasso, MA, PhD Candidate
Email	tsasso@uoguelph.ca
Office Location	MacDonald Hall 217
Office Hours	Thursdays 10:00am – 11:30am
Department/School	Management
 Class Schedule:	 Tuesdays and Thursdays 4:00pm – 5:20pm ROZ 104
Pre-requisites:	
Restrictions:	HROB 2100, HROB 4000, PSYC 3080

Course Description

The course serves as an overview to organizational behaviour. It examines the individual, the group, the organization and how the three interrelate in order to enhance performance and productivity.

In particular, this course will introduce you to a wide array of theories on topics relevant to understanding employee and managerial behaviour and provide insight and hands-on experience on how to use this knowledge to address problems that you will face in organizations. Some of the topics covered in this course include: the study of personality, motivation, work attitudes, leaders, diversity and inclusion, decision-making, power, organizational change, and organizational culture. Some of the questions we will address include: How do we effectively motivate employees? How does personality affect job performance? And, what leadership styles are effective with different employees? We will apply theories and tie them to examples of real-world applications.

Course Learning Outcomes

Upon successfully completing this course, you will:

Knowledge and Understanding:

1. Describe OB theories, models, and concepts presented in the course
2. Describe the role of individual level (micro), and group and organizational level (macro) factors in fostering organizational success
3. Analyze and evaluate OB information in order to critically assess its credibility and quality

4. Explain how evidence-based management is used to diagnose problems and provide solutions to organizations

Discipline/Professional and Transferable Skills:

5. Demonstrate skills critical to future success as employees and managers including:
 - Critical thinking and problem-solving through the examination of organizational case studies and academic literatures
 - Written communication skills by developing academic and applied reports
6. Apply the OB theories, models, and concepts to organizational settings

Attitudes and Values

7. Communicate and work professionally with peers and provide peer feedback and evaluation through peer assessments

Summary of Course Content and Materials

Course Schedule and Key Dates: The following schedule is subject to modification by the professor with notice in the previous class. If you miss a class, please make sure that you contact me or a fellow student to stay up to date with any potential changes.

Date	Lecture	Topic/ Assessment	Readings
Sept 5	1	Course Overview/ Assignment Explanations	<ul style="list-style-type: none"> • Course Syllabus, Assignment Outlines
Sept 10	2	Introduction to Organizational Behaviour and Management	<ul style="list-style-type: none"> • Chapter 1 • Watch the TedTalk video “How to run a company with (almost) no rules” by Ricardo Semler.
Sept 12	3	Management Decision Making & Evidence Based Management	<ul style="list-style-type: none"> • Chapter 11 • Watch the TedTalk video “The paradox of choice” by Barry Schwartz • Watch the TedTalk video “Battling bad science” by Ben Goldacre.
Sept 17	4	Personality and Learning	<ul style="list-style-type: none"> • Chapter 2 • Watch the TedTalk video “The surprising habits of original thinkers” by Adam Grant
Sept 19	5	Personality and Learning/ Perception and Attribution	<ul style="list-style-type: none"> • Watch the TedTalk video “The power of introverts” by Susan Cain.
Sept 24	6	Perception and Attribution	<ul style="list-style-type: none"> • Chapter 3 • Watch the TedTalk video “Color blind or color brave” by Mellody Hobson.

Sept 26	7	Values, Attitudes, and Work Behaviour	<ul style="list-style-type: none"> Chapter 4 Watch the TedTalk video “The happy secret to better work” by Shawn Achor
Oct 1	8	Diversity in Organizations	<ul style="list-style-type: none"> Watch the TedX video “The surprising solution to workplace diversity” by Arwa Mahdawi
Oct 3	9	Work Motivation	<ul style="list-style-type: none"> Chapter 5 Watch the TedTalk video “Are you a giver or a taker” by Adam Grant
Oct 8	10	Work Motivation	<ul style="list-style-type: none"> Chapter 6 Watch the TedTalk video “The puzzle of motivation” by Dan Pink
Oct 10	11	Independent Study - No Class	
Oct 15	12	Thanksgiving Break – No Class	
Oct 17	13	Communication	<ul style="list-style-type: none"> Chapter 10 Watch the TedTalk video “Your body language shapes who you are” by Amy Cuddy
Oct 22	14	Review Class	
Oct 24	15	Midterm Exam	
Oct 29	16	Social Influence, Socialization, and Organizational Culture	<ul style="list-style-type: none"> Chapter 8
Oct 31	17	Groups and Teamwork	<ul style="list-style-type: none"> Chapter 7 Watch the TedTalk video “Tales of creativity and play” by Tim Brown
Nov 5	18	Leadership	<ul style="list-style-type: none"> Chapter 9 Watch the TedTalk video “How great leaders inspire action” by Simon Sinek
Nov 7	19	Power, Politics, and Ethics	<ul style="list-style-type: none"> Chapter 12
Nov 12	20	Conflict and Stress	<ul style="list-style-type: none"> Chapter 13
Nov 14	21	Conflict and Stress	<ul style="list-style-type: none"> Watch the TedTalk video “How to make stress your friend” by Kelly McGonigal

Nov 19	22	Environment, Strategy, and Structure;	<ul style="list-style-type: none"> Chapter 14 Watch the TedTalk video “Why work doesn't happen at work” by Jason Fried
Nov 21	23	Organizational Change, Development, and Innovation	<ul style="list-style-type: none"> Chapter 15 Watch the TedTalk video “Tales of Creativity and Play” by Tim Brown
Nov 26	24	Exam Review	
Nov 28	25	Independent Study - No Class	

Instructor lectures will be coordinated with the readings. To genuinely benefit from this course, you need to do the readings prior to attending lectures. Otherwise your experience will be mixed. Additionally, students should consider reviewing content from the readings after lectures to note content that has received additional attention and expansion during the lecture. Due to the extensive content in the textbook, and within the literature, my goal is to review some of the more complex concepts and bridge them with applied purpose.

Not all assigned material will be covered in class. Students are nonetheless expected to understand all of the assigned materials and come to class prepared to ask questions about anything they do not understand fully. Please note that casually reading the textbook will not be sufficient for you to earn a good grade. You should plan to go through the relevant chapters in your textbook several times for a deep understanding and integration of the content.

Students may benefit from self-designed study groups or other learning structures to support their understanding of lecture content and assigned readings.

Course Assessment

			Associated Learning Outcomes	Due Date/ location
Assessment 1:	18%	Weekly Online Quizzes (12 x 1.5%)	LO 4, 5	Weekly
Assessment 2:	16%	Discussion Participation (2 x 8%)	LO 1, 2, 3, 4, 7	As detailed below
Assessment 3:	26%	Midterm Exam	LO 1,2, 3, 5, 6	Oct 24 th in class
Assessment 4:	40%	Final Exam	LO 1,2, 3, 5, 6	TBD
Total	100%			

Weekly Online Quizzes

Each week you will be required to do readings, watch a TEDTalk video, and then complete a short multiple-choice quiz. Each quiz will contain approximately 8 questions. Quizzes will assess whether you grasped the main take home message of each video (including the major research findings discussed in the video) as well as a few key concepts from the chapter. Quizzes will open at 12:00am on the Friday of each week and close at 11:59pm on that same Friday.

The videos were selected to supplement your learning in the course for several reasons. First, many of the videos present research by leading scholars (not discussed in your textbook or other readings) that will further your knowledge of organizational behaviour. Second, many of the videos challenge common long-standing myths about various aspects of organizational behaviour (e.g., how to motivate people, how to foster creativity, etc.). The primary learning objectives of these videos are to enhance your critical thinking skills, and to reinforce the importance of using research evidence versus common sense/myths, etc. to make informed decisions about individuals and groups in organizations.

Quiz 1: September 13th

Quiz 2: September 20th

Quiz 3: September 27th

Quiz 4: October 4th

Quiz 5: October 11th

Quiz 6: October 18th

Quiz 7: October 25th

Quiz 8: November 1st

Quiz 9: November 8th

Quiz 10: November 15th

Quiz 11: November 22nd

Quiz 12: November 29th

Discussion Participation

In this course, there are six (6) discussions (see below for dates). Each student is required to participate by providing a minimum of 3 discussion posts for each of the 6 discussions. The student's posts are to include (as a minimum) a response to the original posed question by the instructor, as well as two additional posts in response to comments posed by two of your peers. Please see the grading rubric for more details.

For grading purposes, the instructor will select, at random, two of your discussions for grading. One of these will be randomly selected from the first three discussions (i.e., Discussions 1-3) and one will be randomly selected from the last three discussions (i.e., Discussions 4-6). Only the randomly selected activities will be evaluated. Entries for activities that are not selected for marking will not be evaluated and may not be substituted for those to be marked. Moreover, submissions made once students are informed of which unit was randomly selected for grading will not be graded (e.g., no late submissions). Entries for each discussion will be checked that they were completed, failure to complete discussion posts on

weeks that are not graded will result in a penalty to your discussion participation grade in the course for each missed component of the discussion.

Discussion 1: Opens September 5th at 12:00am ET. Closes September 15th at 11:59pm.

Discussion 2: Opens September 23rd at 12:00am ET. Closes September 29th at 11:59pm.

Discussion 3: Opens October 14th at 12:00am ET. Closes October 20th at 11:59pm.

Discussion 4: Opens October 28th at 12:00am ET. Closes November 3rd at 11:59pm.

Discussion 5: Opens November 11th at 12:00am ET. Closes November 17th at 11:59pm.

Discussion 6: Opens November 18th at 12:00am ET. Closes November 24th at 11:59pm.

Midterm Exam

The midterm exam will present an opportunity to assess your knowledge of OB theories, models, and concepts, and your ability to apply your knowledge to various organizational contexts. The midterm exam will cover all course material (e.g., textbook, readings, class notes, and learning activities) up to the date of the midterm. The midterm exam will focus on chapters, assigned readings, and course learning activities, and will contain some questions in which you will need to integrate and apply information from the entire course. The format of the exam will be multiple-choice questions.

Final Exam

The final exam will also present an opportunity to assess your knowledge of OB theories, models, and concepts, and your ability to apply your knowledge to various organizational contexts. The final exam will cover all course material (e.g., textbook, class notes, and learning activities). It is not a requirement in this course that you need to pass the final exam to pass the course. The final exam will contain some questions in which you will need to integrate and apply information from the entire course. The format of the exam will be a mix of applied and conceptual multiple-choice questions. The final exam is cumulative, however more emphasis will be placed on content following the midterm exam.

Bonus Assessment - TopHat

To improve students' performance and participation during the class, in this course TopHat will be used to offer students the chance to earn up to 5% bonus in the class. You're required to purchase the access to this website if you wish to participate (information is provided in the required resources section). During the class, through TopHat, the instructor will ask you some questions related to materials we cover in lecture. You will be given time to answer the question. In terms of grading TopHat, some marks will be given for participation (any answer) and other marks will be earned based on selecting the correct answer. In total TopHat contribution to your total mark would be up to 5% bonus towards your final grade. Should any student have any concerns regarding the use of TopHat they are required to advise the professor during the first week of classes.

Please note that if you were unable to subscribe and participate in TopHat for any reason, you will be given the option to write a quiz from the whole course materials (including all textbook chapters), which will be considered in lieu of participating in TopHat. This has to be advised to the professor and confirmed during the first week of classes.

Role of Instructor

The role of the instructor is to stimulate and guide discussions to achieve learning objectives. This may involve asking questions that probe the depth of your understanding of issues, reviewing a theoretical concept that is difficult to understand, and encouraging students to present different points of view. In my course, students should expect the following from me:

Grading and Feedback: Grades will be posted on the course website for all work completed within a maximum of two weeks after the assignment due date. I am happy to discuss your assignments and/or exam results if required during office hours. I will also aim to provide you with valuable developmental feedback that will be useful to you in improving future work.

Communication: While I endeavour to check my email daily, students can reasonably expect a response from me within 48/72 hours (not including weekends or holidays). Also, I will be communicating with you via your University of Guelph central email account <@uoguelph.ca> from time to time. You are required to check this account on a regular basis. Please be advised that I will not edit my mailing list to your Hotmail/Gmail/Yahoo etc. account, nor will messages from those accounts be answered.

Role of Students

Because learning occurs best when involvement is high, the best courses are ones in which there is a lot of interaction among students and the professor. To create this type of learning environment, I have the following expectations from students:

Attendance: Because interaction is central, and also because your fellow group members will be relying on you for ideas, I expect you to attend every class possible. If you do not attend class, you will miss out on important material (e.g., content on the exam) and learning opportunities. **It is your responsibility to keep informed of changes, new materials, and missed content. If you miss class, for whatever reason, it is your responsibility to obtain the missed material from classmates. I am happy to answer clarifying questions about the material during my office hours.

Preparation: You are expected to read assigned material and to be fully prepared for discussions every week. Adequate preparation is key to meaningfully engage in the learning process. As you are likely aware of by now, it is very easy to fall behind on your readings. Learning is most successful when done over time and with practice. Therefore, to do your best in this course you must keep up with the weekly readings and learning activities.

Participation: Class participation affords you the opportunity to develop skills in oral communication, presenting a point of view, listening, as well as helping your peers learn and learning from them. Therefore, your participation in this class is integral to the learning experience—both your own and that of your classmates. We will be engaging in several active learning classroom

techniques that require occasional participation in pairs, small groups, and large discussion.

Teamwork: The vast majority of companies use some form of teamwork in their environments. To prepare you for your careers, group work is a component of this course. Group work enables you to share ideas and to improve communication skills. Through interaction, you will discover for yourself the meaning of concepts, the subtleties inherent in everyday business situations, and the rationales for various solutions to managerial problems. In this course, the teams will be self-managed, meaning that issues with time, effort, and planning of your group meetings will be the responsibility of team members.

Course Resources

Required Text:

Title: Organizational Behaviour: Understanding and Managing Life at Work

Author(s): Gary Johns and Alan M. Saks

Edition / Year: 11th Edition / 2019

Publisher: Pearson Education Canada

REVEL PLATFORM FOR TEXTBOOK AND OTHER LEARNING MATERIALS

In this course, we will be using Pearson's Revel platform to access the e-textbook. Here is how you can do that:

1. Go to: <https://console.pearson.com/enrollment/6jasgg>
2. Sign in to your Pearson Account or create one.
3. Redeem your access code purchased from the bookstore or purchase instant access online. (Temporary access option for financial aid is also available.)
4. You will be provided with the option at this point to purchase a loose-leaf copy for \$20.00 including delivery. You can choose to purchase it now or at a later time (instructions are located in your REVEL confirmation email)

Go to the link below to watch a close captioned video on the how to log in to Revel for students. <https://youtu.be/pavN9npktBI>

REVEL 24 Hour Technical Support

Your best (and quickest) path to resolve technical issues is to contact technical support at the link: <https://support.pearson.com/getsupport/s/contactsupport>

When you contact them please include the following information:

1. Your username
2. OS (e.g., Windows 8)
3. Browser (preferred browser is Chrome)
4. Exactly what you are trying to open.
5. Error message (if any) that appears when you try to open it.

If your query is not resolved in 24 hours, please email marguerite.weir@pearsoned.com and let her know your incident #.

Recommended Text: None

Other Resources:

TopHat

We will be using the **Top Hat** (<http://www.tophat.com/>) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the **Top Hat Overview** (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course **website** at <https://app.tophat.com/e/785209>.

Note: our Course Join Code will be posted on Courselink in advance of us using TopHat.

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found at <http://www.tophat.com/pricing>.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

This course uses a variety of materials and resources. One of your primary resources will be the CourseLink website (<https://courselink.uoguelph.ca>). Course announcements and updates will be posted here. You will also be able to access any handouts you may have missed through this site. You are expected to check this site on a regular basis.

Course Policies

Grading Policies

The time and date for assessments are indicated in this course outline.

The procedure for grading, along with other important grading information for the research experience, is available in the instructions posted on the course website.

The time and date for submitting assessments are listed in this course outline. The procedure to submit assessments is indicated in the instructions that will be posted on CourseLink. Late submissions will be penalized 10% of the marking grade per day (e.g., if the report is out of 70, that is 7 marks deducted per day late regardless of the grade earned). Please note that technology issues (e.g., hard drive crashing--make sure to have backups) and leisure travel are not valid reasons for extensions.

Please also note that work submitted for grades may be **screened electronically for academic misconduct**, including breaches of academic integrity and plagiarism. In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

The last date to submit any materials for evaluation for this course is the last day before the final exam period starts, *November 29th, 2019 at 5pm*, with the exception of the final exam, which will be conducted during the final exam period.

Please note that there will be no supplemental evaluation/examination for this course.

Course Policy on Group Work:

You are responsible for fulfilling your duties to your group if group work is required. At a minimum, this includes: accurately completing and handing in your Student Information sheet; checking and responding to your email/texts from them daily; promptly attending all group meetings, including those with the TA and professor; conducting your work diligently; having open conversations about group dynamics and individual performance; honestly, fairly, and promptly completing any peer evaluation (if applicable). In cases where a group member fails to participate in the assignments, their group may fire this individual after consulting with the instructor. This will result in the individual receiving a penalty on group assignments and being required to complete an additional assignment in place of the group work. Further explanation of this process will be provided in supplementary documentation if necessary.

Policy on missed classes and exams

All of the information related to the logistical and administrative components of this course will be communicated during class time. If you miss a class, it is your responsibility to make contact with a fellow student and catch up on what you missed, regardless of whether the absence was justified or not.

If you miss an evaluation (e.g., exam, due date for an assignment) you may wish to seek academic consideration for your absence (e.g., if you believe your absence qualifies for medical or compassionate reasons). Please contact the course instructor as soon as possible if you miss an exam or a due date or if you have an ongoing personal or health issue that will affect your ability to meet any due date or deadline.

Any documentation provided (e.g., doctor's notes) may be verified by different means, including calling the doctor's office for confirmation. See the undergraduate calendar for detailed information on regulations and procedures for Academic Consideration.

Policy regarding materials provided by instructor and their designates

The material shared by the course instructor or by his designate (e.g., TA) as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized student and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Policy on emails

Only questions that can be answered simply, for example by yes or no or with a short sentence, will be answered by email. For longer answers you will most likely receive an email asking you to come and see me.

Emails will usually be answered within 24 to 48 hours during weekdays. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. So do not hesitate to come and see your instructor or TA if your email was not answered. The university expects you to check your U of Guelph email account regularly, and us to use it to communicate with you.

Policy regarding exam copies

Copies of the exam are loaned to registered students for the duration of the examination only. They remain the property of the course instructor at all times. All copies must be returned to the instructor or their designate at the end of the examination time. They cannot be removed from the examination room under any circumstances. All material contained in the exams is copyrighted, and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for [Academic Consideration](#):

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the

responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Undergraduate Calendar](#):

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the [website: https://wellness.uoguelph.ca/accessibility/](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses, without academic penalty is November 29, 2019. For regulations and procedures for Dropping Courses, please see the Undergraduate Calendar for Policies and Procedures.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Date Submitted to Chair:	
Chair Signature (Approval):	Sandra Scott
Date Approved by Chair:	26 August 2019

