This survey course is a broad introduction to the behavior of individuals and groups in organizations. Some specific topics that will be covered include personality and learning, motivation, group dynamics, leadership, decision-making, power, and stress/conflict. Throughout the course, a scientific, evidence-based, data-driven approach to understanding behavior in the workplace will be emphasized.

**Resources**


Alternative versions of the textbook are available at lower cost (e-textbook, rentals, used old editions etc.). The text is **required**. Please note that other textbooks sometimes cover materially differently; you will be expected to know the material as it is taught in class and/or presented in the Johns & Saks text.

**ONLINE RESOURCES**: UR Courses will be **extensively used** for class updates, lecture outlines, supplementary materials, mark posting, and electronic submissions of writing reflections.

**Evaluation Overview**

**WRITTEN REFLECTIONS (9/10)**
- Reflections are a written paragraph of **strictly 250 words or less** (inclusive of all text and references)
- Apply a **specific** concept to understand a **personal** experience you or someone you know has had
- Reflections will be submitted on UR Courses (via Turnitin) in **Word or PDF format**
- **Due Fridays at midnight; late reflections will be not be marked under any circumstances**
- A rubric with details on marking criteria is available later in the syllabus
- All reflections will be **marked by a teaching assistant** (TA)
- Your worst reflection mark will be **dropped** when computing your final reflections grade

**TESTS (3)**
- **Three tests** will be administered through the semester (for info recall and consolidation purposes)
- Each will consist of 20 true/false (½ mark each) and 50 multiple-choice questions (1 mark each)
- **No make-up tests** – if a test is missed for a valid reason, test weight is allocated to the final exam
- Questions will come from **both** the lectures and the textbook (with heavier weight on lecture material)

**FINAL EXAMINATION**
- 75 multiple-choice questions and 4 short-answer questions (provided in advance, based on films)
- The final exam is **cumulative**
- You are allowed a “cheat sheet” for the exam – one 8.5x11” page (front and back) for prepared notes
- Cheat sheets **must be hand-written**, and handed in with your exams
RESEARCH PARTICIPATION
• Up to 2% bonus marks can be earned by participating in research studies in Business Administration
• Unfortunately, availability of these opportunities cannot be guaranteed
• Further information will be posted to UR Courses

FINAL GRADE CALCULATION
• Your final grade will be the highest calculated among the three relevant schemes
• Each scheme emphasizes different components (so you will be rewarded for what you are best at)

<table>
<thead>
<tr>
<th></th>
<th>Scheme I</th>
<th>Scheme II</th>
<th>Scheme III</th>
<th>Scheme IV</th>
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</thead>
<tbody>
<tr>
<td>Reflections (9/10)</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
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<td>Final Exam</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
<td>80%</td>
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</table>

Class Protocol

CLASS PREPARATION
• Please note that this course is very language heavy in both teaching and evaluation!
  o Assignments are evaluated heavily based on effective writing skills
  o A large portion of the exam consists of written short-answer questions
• Outline slides (with some content missing) will be provided ahead of time
• If you print the slides off ahead of time, you'll be able to easily “fill in the blanks”
• I follow the textbook closely; it is a well-written, excellent resource
• You will benefit strongly from reading the chapters assigned before or after class

GRADING
• All marks will be posted on UR Courses as quickly as possible (usually within 10 days)
• Reflections will be marked by a teaching assistant
• A mark breakdown (consistent with the rubric below) should guide future improvement
• If you want more detailed or substantive feedback on your reflections, you must contact the TA
• If you feel you have been marked unfairly, I am willing to re-mark, but subject to three conditions:
  o I will only entertain grade changes at the end of the semester (not at all during the semester)
  o You must provide detailed, written rationale on why you feel you were marked unfairly
  o All reflections will be remarked to ensure consistency

CONTACTING THE INSTRUCTOR
• I am always happy to meet with students! Please email to make an appointment
• I typically aim to respond to all student emails within 24 hours during the week
  o I do not (usually) respond to emails on evenings or weekends!
  o Please note that next-day meetings are not feasible; I need more notice to schedule you in

MISSED EVALUATIONS
• There will be no make-up evaluations of any kind
• If any tests are missed, their weight will simply be added to the final exam
• All evaluation submission links will be available from the beginning of the semester
• If you know you will be unable to complete a reflection near the due date, do it ahead of time!
• Please do not leave submissions to the last minute – if for whatever reason your submission is late (no matter how close to the deadline), it will not be marked
ACADEMIC INTEGRITY

- It is very important that the assessments you hand in are the product of your own work
- Paraphrasing is required for all ideas that are not your own, and you a reference must be provided
- If you use a direct quote from an external source, you must provide a reference with a page number
- Plagiarism and improper referencing are serious academic offenses with grave consequences
- According to Faculty of Business Administration protocol, any plagiarized or non-referenced assignments will be given a grade of zero

SPECIAL NEEDS

- Students with special needs that might impact class performance should contact the Centre for Student Accessibility to organize accommodations
- For further information on policies and assistance programs available to students to guarantee equal access to education: http://www.uregina.ca/studserv/disability/servicesavailable.shtml

**Evidence for Evaluation Structure**

There are numerous and regular evaluations in this course – weekly writing reflections, along with tests every four chapters and a final exam. Why are there so many evaluations? Empirical evidence clearly demonstrates that students show substantially higher retention of information – much more so than simple review – when tested regularly (e.g., Pennebaker, Gosling, & Ferrell, 2013). What’s more impressive is that regular evaluations lead to fewer gaps between students of different socioeconomic backgrounds (Pennebaker et al., 2013).

The format of the tests and examinations is primarily multiple-choice. Although multiple-choice questions have a bad reputation (among both students and teachers!), evidence surprisingly suggests that multiple-choice questions are no different than short-answer questions for long-term learning outcomes (e.g., McDermott, Agarwal, D’Antonio, Roediger III, & McDaniel, 2014; Smith & Karpicke, 2013). Students also often label themselves as “doing better” on multiple-choice (or short-answer tests), but evidence also suggests that only a very small fraction of students are actually more competent at answering one type of question over the other (Bleske-Rechek, Zeug, & Webb, 2007). However, there is some evidence that short-answer questions are superior for recall based on university-level lecture material (McDaniel, Roediger, & McDermott, 2007), and so I make sure to also include applied, integrative short-answer questions on your final exam.

**References**


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<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READING</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Intro to the course</td>
<td>Ch. 1, 4</td>
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<tr>
<td>(Jan 9/11)</td>
<td>Values, attitudes, and work behavior</td>
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<td><strong>Week 2</strong></td>
<td>Personality</td>
<td>Ch. 2</td>
<td>REFLECTION 1 (JAN 19)</td>
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<td>(Jan 16/18)</td>
<td>[Documentary: The Science of Personality]</td>
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<td>(Values)</td>
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<td><strong>Week 3</strong></td>
<td>Learning</td>
<td>Ch. 2, 3</td>
<td>REFLECTION 2 (JAN 26)</td>
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<tr>
<td>(Jan 23/25)</td>
<td>Perception and attribution I</td>
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<td>(Personality)</td>
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<td><strong>Week 4</strong></td>
<td>Perception and attribution II</td>
<td>Ch. 3</td>
<td>REFLECTION 3 (FEB 2)</td>
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<td>(Jan 30/Feb 1)</td>
<td>TEST 1 (Ch. 1-4)</td>
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<td>(Learning)</td>
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<td><strong>Week 5</strong></td>
<td>NO CLASS</td>
<td>Ch. 5</td>
<td>REFLECTION 4 (FEB 9)</td>
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<td>(Feb 6/8)</td>
<td>Motivation in theory</td>
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<td>(Perception)</td>
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<td><strong>Week 6</strong></td>
<td>Motivation in practice</td>
<td>Ch. 6</td>
<td>REFLECTION 5 (FEB 16)</td>
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<td>(Feb 13/15)</td>
<td>[Documentary: Jiro Dreams of Sushi]</td>
<td></td>
<td>(Motivation in theory/practice)</td>
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<td><strong>Week 7</strong></td>
<td>READING WEEK</td>
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<td>(Feb 20/22)</td>
<td>Group dynamics and teams</td>
<td>Ch. 7</td>
<td>REFLECTION 6 (MAR 2)</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>[Documentary: How You Really Make Decisions]</td>
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<td>(Group dynamics)</td>
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<td>(Feb 27/Mar 1)</td>
<td>Decision-making</td>
<td>Ch. 11</td>
<td>REFLECTION 7 (MAR 9)</td>
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<tr>
<td><strong>Week 9</strong></td>
<td>TEST 2 (Ch. 5-7, 11)</td>
<td>Ch. 8</td>
<td>REFLECTION 8 (MAR 16)</td>
</tr>
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<td>(Mar 6/8)</td>
<td>Social influence, socialization, and culture</td>
<td></td>
<td>(Social influence/socialization/culture)</td>
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<td><strong>Week 10</strong></td>
<td>Leadership</td>
<td>Ch. 9, 12</td>
<td>REFLECTION 9 (MAR 23)</td>
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<td>(Mar 13/15)</td>
<td>Conflict and stress</td>
<td></td>
<td>(Leadership OR Conflict/stress)</td>
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<td><strong>Week 11</strong></td>
<td>Power, politics, and ethics</td>
<td>Ch. 12, 13</td>
<td>REFLECTION 10 (MAR 30)</td>
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<td>(Mar 20/22)</td>
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<td></td>
<td>(Power/politics/ethics)</td>
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<td><strong>Week 12</strong></td>
<td>TEST 3 (Ch. 8, 9, 12, 13)</td>
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<td>(Mar 27/29)</td>
<td>[Documentary: Smartest Guys in the Room I]</td>
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<td><strong>Week 13</strong></td>
<td>[Documentary: Smartest Guys in the Room II]</td>
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<td>(Apr 3/5)</td>
<td>Final exam review</td>
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<td><strong>Week 14</strong></td>
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<td>(Apr 10/12)</td>
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**FINAL EXAM: APRIL 24 @ 9a (location TBA)**
Each reflection involves writing a brief paragraph applying one specific concept from the course to understanding (1) a specific and personal experience you or someone you know has had, or (b) a real-world current event or phenomenon.

You do not need to provide your name, student number, course number, or section number (because your submission is tied to your UR Courses account). However, you will be required, for each submission, to provide the following information at the top of your submission:

UNIT TOPIC: __________________________ (e.g., personality, motivation, decision-making)

SPECIFIC TOPIC: _____________________ (e.g., locus of control, intrinsic motivation, groupthink)

The purpose of providing this information is so that you clearly address a specific topic in a unit (rather than the broad unit itself, which doesn’t make for a good reflection). If you do not present this information, you will lose a mark.

The basic structure is to (1) introduce, define, and explain the specific concept of interest from the course (typically in 1-2 sentences), (2) describe your example, with plenty of details (personal or from the “real world”), and (3) explain how the concept from the course allows you to understand or explain your example. Most your reflection space should be allocated to your example (in detail) and tying these details to the concept.

SUBMISSION: Assignments must be submitted through UR courses using the TurnItIn portal. You will be required to either type your assignment directly into the TurnItIn submission textbox, or prepare your submission in a word processor and then copy and paste it into the submission textbox.

LENGTH: The maximum length of your reflection is 250 words, including everything (e.g., in-text citations, your unit identification, your specific topic). You will need to provide a word count on your submission. If you do not provide a word count, or go over the word count, you will lose a mark.

GRADING: Each reflection will be marked out of 10, based on the rubric on the next page.

FEEDBACK: All reflections will be marked by the teaching assistant. By default, you will not receive detailed feedback on your assignments. If you’d like to receive detailed feedback to improve for subsequent reflections, you should email the teaching assistant. Most students do not look at written feedback, and so this is an “opt in” system – if you want feedback, you will need to actively seek it.

TOPICS: Each reflection has a different unit topic (indicated in the course outline and on UR Courses submission links). You will lose a mark for not writing on one of the assigned topics.

LATE ASSIGNMENTS: Late assignments will not be accepted (for any reason). I will not negotiate with students over this requirement.

REFERENCING: Although tedious, referencing is extremely important, for two reasons: (1) You will be assessed on proper referencing throughout your university career, and (2) you will need to provide references in documents you generate in the “real world” once you get a job so that people can locate your sources. Your reflection must include at least one primary external reference (e.g., the textbook, the lecture, or some other source) because the definition of your concept necessarily comes from somewhere other than yourself. This reference must be cited in-text every time an idea you include is not your own. You also must include an end-of-text full reference (in any format, though I strongly encourage use of APA). If your source cannot be clearly identified and located based on your reference, you will receive a zero (for plagiarism). Please do not use direct quotations from any source – the concepts are all simple enough that they can be paraphrased. Doing so will result in a mark deduction.
Written Reflection Assignments: Rubric

The following guidelines will be used to assign marks for your writing reflections. Please note that (1) evaluations are necessarily subjective, and (2) your evaluation is being compared to the quality of work generated by the rest of the class (and by previous sections). You will not receive a high grade simply for following instructions (simply following instructions at a basic level will average a “3”) – you will need to show extraordinary writing skill, insight, and analysis to get excellent grades.

**Marks will be deducted for the following:**

- Not including a unit topic and a specific topic (-1)
- Writing on the wrong topic for the week (-1)
- Going over the 250-word count, or not including a word count (-1)
- Using a direct quotation (-1)
- Not including a reference at all (-10)

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>EXCEPTIONAL</td>
<td>Clear, well-worded definition of specific OB concept&lt;br&gt;Highly relevant experience or real-world situation, well summarized&lt;br&gt;Exceptional depth of analysis – more than one facet addressed&lt;br&gt;Exceptional writing style – no typos, grammatical errors, great flow&lt;br&gt;Overall: Outstanding analysis and writing style</td>
</tr>
<tr>
<td>7-8</td>
<td>GOOD</td>
<td>Clear definition of specific OB concept&lt;br&gt;Relevant experience or real-world situation well summarized&lt;br&gt;Very good depth of analysis&lt;br&gt;Very good writing style – only minor errors (if any), good flow&lt;br&gt;Overall: Very good analysis and writing style</td>
</tr>
<tr>
<td>5-6</td>
<td>SATISFACTORY</td>
<td>Clear definition of specific OB concept&lt;br&gt;Relevant experience or real-world situation summary&lt;br&gt;Moderate depth of analysis&lt;br&gt;Acceptable writing style – some typos or minor grammatical errors&lt;br&gt;Overall: Acceptable analysis/writing, meets requirements</td>
</tr>
<tr>
<td>4-5</td>
<td>NEEDS IMPROVEMENT</td>
<td>Some definition of OB concept, or concept too broad&lt;br&gt;Personal/real-world example given, but marginally relevant&lt;br&gt;Little to no depth of analysis&lt;br&gt;Generally poor writing style&lt;br&gt;Overall: Poor analysis/writing, does not meet requirements</td>
</tr>
<tr>
<td>&lt;4</td>
<td>NEEDS IMPROVEMENT</td>
<td>No definition of OB concept&lt;br&gt;No relevant personal or real-world example&lt;br&gt;No analysis or application&lt;br&gt;Very poor/unintelligible style – typos, grammatical errors, poor flow&lt;br&gt;Overall: Very poor analysis/writing, did not follow instructions</td>
</tr>
</tbody>
</table>
Tests

Each test involves 20 true/false questions (worth \( \frac{1}{2} \) mark each) and 50 multiple-choice questions (worth 1 mark each). The purpose of regular tests is to consolidate information that you’ve engaged with in the textbook and class. Substantial research in pedagogy and assessment shows that regular testing is the best way to facilitate retention of information. Each test will cover four chapters of material, as follows:

**Test 1 (Chapters 1-4)**  
Values attitudes, and work behavior; personality; learning; perception and attribution

**Test 2 (Chapters 5-7, 11)**  
Motivation in theory and practice; group dynamics and teams; decision-making

**Test 3 (Chapters 8, 9, 12, 13)**  
Social influence, socialization, and culture; leadership; conflict and stress; power, politics, and ethics

Tests will cover both lecture material and textbook material, with an emphasis on lecture material. There are no make-up tests. If you have a valid and documented reason to miss a test (e.g., illness), the weight of the missed test will be added to the final examination weight.

Final Examination

The final exam involves 75 multiple-choice questions (worth 1 mark each) and 4 short-answer questions (worth 6 marks each). The short-answer questions are based on the documentaries we watched in class and are provided below.

For the final exam, you will be able to bring a cheat sheet, consisting of a single 8.5 x 11-inch sheet of paper on which you can include any notes you would like. You can use both the front and the back of the sheet. You can put whatever you like on your cheat sheet, but it must be handwritten. You also must submit your cheat sheet with your final exam – if it is not handwritten or not submitted with your exam, you will receive a zero.

**STUDY TIPS:** Just because you get a cheat sheet doesn’t mean you don’t have to study! Final exam marks are typically low because students assume that material reflects simple “copy and paste” from cheat sheets.

Common problems that lead to poor marks include (a) not reading the textbook along with course notes, (b) not using posted lecture outlines to guide note-taking and exam review, and (c) not providing enough details for questions – each question is worth 6 marks, meaning that I need at least 6 separate pieces of information for full marks.

Much of the material in this class is highly intuitive and relatively simple to understand. That doesn’t mean that this material doesn’t have relevant details! Good exam answers require providing details, descriptions, and examples, all of which require study. Many questions also involve applying concepts, not just repeating or recalling information. Understanding how to apply concepts and using them to generate relevant examples will be very useful.
Final Examination: Short-Answer Questions

1. The documentary *The Science of Personality* addressed the influence of personality on business-related outcomes, including leadership. Part of the documentary focused on the five-factor model of personality, which was addressed in detail in class. Describe three of the “Big Five” traits, and explain why each is important to leadership (with an example for each).

2. The job characteristics model suggests that there are core job characteristics that have strong potential to motivate workers, leading to critical psychological states, and eventually, important workplace outcomes. Based on this model, identify and describe (a) one core job characteristic, (b) one critical psychological state, and (c) one key job outcome. For each, provide an example from the documentary *Jiro Dreams of Sushi*.

3. The documentary *How You Really Make Decisions* addressed several decision-making tendencies (in both humans and non-humans). Three of these were (a) loss aversion, (b) the anchoring effect, and (c) poor knowledge of base rates (i.e., the likelihood of outcomes). Describe each decision-making phenomenon, and provide a “real-world” example of each.

4. *Enron: The Smartest Guys in the Room* addressed many broad concepts covered in the course, including leadership, power/politics/ethics, and organizational culture, among others. Describe three specific concepts from the course that are relevant to the documentary, and provide an example of each from the film.