

**Organizational Psychology**  
**Psychology 238**  
 Department of Psychology  
 University of Waterloo

**Instructor:** Dr. D. Brown

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**Office:** PAS 4045

**Office Hours:** Monday 9:30 -11:30; Wednesday 9:30 – 11:30; Friday 10:00 – 2:00--if these hours do not fit your schedule, you may also e-mail me to set up an appointment at a time that is convenient for you.

**Class Meetings:** AL 116, Tuesday & Thursday 2:30-3:50

**Required Text:** Johns, G., and Saks, A.M. (2016). Organizational Behaviour: Understanding and managing life at work. (10<sup>th</sup> Edition). Scarborough, ON: Prentice Hall.

**Course Website:** <https://learn.uwaterloo.ca>

**Teaching Assistants:** Denise Law and Jennifer Lau

**TA Office Hours:**

Denise Law – **Office Hours:** Friday 11:00-1:00; **Room:** PAS 4235; **e-mail:** [d7law@uwaterloo.ca](mailto:d7law@uwaterloo.ca)

Jennifer Lau - **Office Hours:** Tue 11:00-1:00; **Room:** PAS 3284; **e-mail:** [j49lau@uwaterloo.ca](mailto:j49lau@uwaterloo.ca)

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**Antireqs for 238:** (1) Psych 338; (2) AFM 280; (3) Msci 211; (3) Bus 388 at WLU; (4) Bus 288 at WLU starting in the Fall of 2004; (5) SCBUS 225

**Course Objectives**

The main objective of this course is to introduce you to the major theories and practices in the field of Organizational Behaviour—which is the study of human behaviour in organizations. The primary emphasis in this course is on the psychological processes that influence the workplace environment, the nature of work, and the behaviour of workers.

**Course Requirements (Details of each component are provided below)**

<u>Requirement</u>	<u>Date</u>	<u>Value</u>
Midterm Exam #1	Oct 12 <sup>th</sup>	25%
Midterm Exam #2	Nov 7 <sup>th</sup>	25%
Midterm Exam #3	Nov 30 <sup>th</sup>	25%
Team Assignment	Nov 21 <sup>st</sup>	20%
<u>Individual Reflection Paper</u>	Nov 28 <sup>th</sup>	5%
TOTAL		100%

**Examinations (75%)**

Exams will come from the material covered in the textbook and lectures. Midterm exams will be held during class time on each of the scheduled days. Each midterm will contain only that material that was covered since the previous exam (i.e., **non-cumulative**).

### **Team Assignment (20%): Organizational Culture Analysis**

An important goal of this course is to help you better understand the dynamics of working in work teams. For purposes of the team assignment you will be randomly assigned into a group of 4 or 5 people by the TAs—assignment into these teams will occur on **September 28<sup>th</sup>**. You will complete one **assignment** with your team. This assignment is described below.

In the group assignment, you will need to *choose an organization* that has been extensively covered in terms of news articles and books (e.g., Google, Toyota, Yahoo, Apple, Microsoft, Air Canada, WestJet, Tim Hortons, Starbucks, HubSpot). The focus of this assignment is a report on the organizational culture of your chosen company. In particular, you should accumulate data that speaks to the nature of the beliefs, values, and assumptions that characterize your organization as well as the nature of the symbols, rituals, and stories that serve to communicate and reinforce the company's culture. Your group should also comment on other elements of the organization's culture in your report (see below).

***How should we choose a company?*** Which organization your group selects is not important for completing this task. **However**, before settling on a specific company, your group should first ensure that there is sufficient written material available in order to complete the assignment. Although not perfect, likely a good rule of thumb is whether or not books have been written on the company. Our recommendation is that you ensure that you have enough information to address all of the deliverables (see below) before you finalize your choice of organization.

***What sources should we use?*** You can get information about your organizations in a number of different ways, including (but by no means limited to): company websites, the news, books written about the organization, magazines, and interviews with people within the organization. Although you are free to use company materials (e.g., websites), your report **must** include other, independent, sources such as those found in books and magazine or newspaper articles. You will need to provide a reference list of the material that you drew upon to formulate your analysis of the organization's culture.

***How should we start?*** Once you are assigned to your group, you are free to proceed as you see fit. However, my advice to students is that, as a group, you begin by ensuring that you share a common understanding of what organizational culture means. The best place to begin in this respect is for you and your group members to read the material in the textbook on organizational culture. As well, I strongly encourage you to also obtain other sources on culture (e.g., read some of the primary sources cited in the textbook). Once you are clear as to the meaning of organizational culture, you should then proceed in choosing your organization and conducting your analysis. Finally, I strongly encourage groups to begin this task early.

***The deliverable.*** Your grade for this assignment will be based on a **group report**. Your written report should provide a detailed analysis of the organization's culture. The description of the organization's culture should be detailed enough (with examples) that a reader can fully understand it based on your report. Beyond, describing the culture you should also address other issues related to your organization's culture. For instance, you might discuss the strength of the organization's culture, the nature of the factors that have contributed to the creation of the

culture, the founder's impact on the culture, the mechanisms that foster the socialization of employees into the culture, and the ways in which the company ensures fit into the culture. Finally, based on your understanding of research and theory about organizational behavior we would like you to comment on elements of the organization's culture which are potentially dysfunctional. That is, as part of your report, I would like you to critically analyze an element of the organization's culture from a research/theory perspective, and tell the reader what theory or research would have to say about the practice.

### Some additional helpful instructions for your written report

- The core of the document you submit must be ***no longer than seven pages*** (12 point Times New Roman font, 1" margins, double spaced). This page limit is firm (i.e., anything after the 7<sup>th</sup> page will not be graded).
- Include a title page (your title page **is not** included in your 7 page limit)
- Include references (e.g., sources that you used) on a separate page (references **are not** included in your 7 page limit).
- Be sure to specify the sources of your information in your paper (i.e., provide in-text citations).
- Include all of your group members' names and student ID's on the title page
- Number your pages
- Make sure you run spell check
- Use standard font sizes, spacing, and margins
- It is very common for groups to lose points because they do not address the questions that were asked. Make sure you read and fully comprehend the instructions and carefully proofread your assignment before handing it in to ensure that you did what was asked.
- Submit an electronic copy of your work at the beginning of the class in which you are scheduled on your course syllabus (see tentative course schedule below).
- Assignments that are submitted late will receive a deduction in the overall assignment grade of 5% a day up to 5 days. After 5 days, each member in the group will receive a 0.

### **Individual Reflection Paper (5%)**

Following the completion of your team assignment, you will complete a reflection paper based on your experience working with your team. The reflection piece should be based on the concepts covered in the textbook or lecture. For example, you might discuss conflict, team processes, influence processes, negotiation, leadership, etc. You should choose a minimum of 2 concepts (e.g., the punctuated equilibrium model, typical stages of group development, diversity of group member), and critically evaluate whether your experience working in the group followed the theory and research described in the textbook/covered in lectures, and if not, discuss why this may be the case.

### Specific instructions for your reflection paper

- The document you submit must be ***no longer than two pages*** (12 point Times New Roman font, 1" margins, double spaced). This page limit is firm (i.e., anything after the second page will not be graded).

- Include a title page (your title page **is not** included in your 2 page limit)
- Include references (e.g., sources that you used for your event) on a separate page (**is not** included in your limit)
- Include your name and student ID on the title page
- Number your pages
- Make sure you run spell check and proofread your document
- Use standard font sizes, spacing, and margins
- It is very common for people to lose points because they do not answer the questions that were asked. So, carefully proofread your assignment before handing it in and ensure that you did what was requested.
- Submit an electronic copy of your work at the beginning of the class in which you are scheduled on your course syllabus.
- Assignments that are submitted late will receive a deduction in the overall assignment grade of 5% a day up to 5 days. After 5 days you will receive a 0.

### **BONUS CREDITS (5%)**

You will have the opportunity to earn up to 5% bonus credits in this course. These bonus credits can be earned by (1) participating in a team dynamics study (3%) that involves completing surveys four times throughout the semester, and/or allowing your team project grades to be used in research and (2) SONA/REG studies (2%). Each of these are described in greater detail below.

### **Team Dynamics Study (Up to 3%)**

In conjunction with the team component of the course, you are invited to participate in a research study (Team Dynamics study) being conducted by Dr. Douglas Brown and Sam Hanig. This study is examining the underlying mechanisms of group processes and group performance.

If you consent to participate, you will receive four online surveys (approximately 30 minutes per survey) throughout the semester, from the researchers (Dr. Brown and Sam Hanig). As well, Doug and Sam Hanig will be using your final team project grade in their study. As an incentive, you will receive 0.5 bonus marks towards your final grade for completing each online survey, and you will receive 1% bonus credits towards your final grade if you complete all four online surveys (i.e., 3% total). If you choose not to participate in the team dynamics study, you will have the opportunity to earn the same bonus credits by writing journal article reviews (see description at the end of the next section).

Although this study is closely related to the content of the course, participation in the research study is completely voluntary. As your instructor, I will be blind to your participation status, as will the teaching assistants for the course. Therefore, there is no way that your decision to participate or not will impact your grade in the course. In particular, Sam Hanig will be awarding the bonus credits for this study, and your participation status will remain completely confidential to the TAs and me. The online information consent letter will contain more detailed information of the procedures in place to ensure that neither the TAs nor I will know whether or not you have consented to participate in the study.

## **Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 2%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 2% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

#### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research

with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### ***How to participate?***

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

\*\*\* *Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.* \*\*\*

More information about the REG program is available at:

[REG Participants' Homepage](#)

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements

of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.

- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

**TENTATIVE COURSE SCHEDULE**

Days	Lecture Topic	Readings
Sept 7 <sup>th</sup> & 12 <sup>th</sup>	Introduction to Org Psychology	Chapter 1
September 14 <sup>th</sup> & 19 <sup>th</sup>	Person Perception	Chapter 3
September 21 <sup>st</sup> & 26 <sup>th</sup>	Personality and Learning	Chapter 2 <b>Team Dynamics Study Survey 1</b> <b>(Note: Survey 1 is mandatory if you would like to receive Surveys 2 – 4)</b>
September 28 <sup>th</sup>	Job Attitudes	Chapter 4 <b>NOTE:</b> Students will be assigned to teams on the September 28 <sup>th</sup>
Oct 3 <sup>rd</sup> & 5 <sup>th</sup>	Culture and Values	Chapters 4 & 8
October 12 <sup>th</sup>	<b>Midterm # 1 Chapters 1, 2, 3, 4, 8</b>	
October 17 <sup>th</sup> & 19 <sup>th</sup>	Communication and Negotiation	Chapter 10 & 13 <b>Team Dynamics Study Survey 2</b> <b>emailed to students on October 19<sup>th</sup></b>
October 24 <sup>th</sup>	Conflict and Stress	Chapter 13 (cont)
October 26 <sup>th</sup> , 31 <sup>st</sup> November 2 <sup>nd</sup>	Influence, Leadership, Power, and Ethics	Chapters 8 (pp. 274-277), 9 & 12 <b>Team Dynamics Study Survey 3</b> <b>emailed to students on November 2<sup>nd</sup></b>
November 7 <sup>th</sup>	<b>Midterm # 2 Chapters 8 (pp. 274-277), 10, 13, 9, 12</b>	
November 9 <sup>th</sup> , 14 <sup>th</sup> , & 16 <sup>th</sup>	Motivation	Chapters 5 & 6
November 21 <sup>st</sup>	Decision Making	Chapter 11 <b>Team Dynamics Study Survey 4</b> <b>emailed to students on November 21<sup>st</sup></b> <b>NOTE:</b> Team Assignment 1 (Organizational Culture Analysis) due at the start of class on the 21 <sup>st</sup>
November 23 <sup>rd</sup> & 28 <sup>th</sup>	Groups and Teams	Chapter 7 <b>NOTE:</b> Reflection Piece due at start of class on the 28 <sup>th</sup>
<b>November 30<sup>th</sup></b>	<b>Midterm # 3 Chapters 5, 6, 11, 7</b>	



## **Accomodations, Academic Integrity, Academic Offences**

### **Accommodations for Students with Disabilities**

The AccessAbility Services office, located in Needles Hall Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

### **Academic Integrity, Academic Offenses, Grievance, and Appeals**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

#### ***Other sources of information for students:***

#### **Academic Integrity website (Arts):**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

## Accommodation for Course Requirements

**Students who are requesting accommodation for course requirements** (*assignments, midterm tests, final exams, etc.*) **due to illness** should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:  
[http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.