

ORGANIZATIONAL PSYCHOLOGY Winter 2021 PSYCH 238 Online

Department of Psychology
University of Waterloo

Instructor: Anna Godollei

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Live Online Lectures: Tuesdays 10am – 1pm (2 hour lecture, with one hour buffer for technical difficulties)

Live Online Office Hours (15-min sessions, scheduled through WebEx): Thursdays 10am – 12 noon, or by appointment

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

****Lectures and office hours are accessed through the WebEx widget on LEARN****

Teaching Assistants: Denise Law and Sean Chisholm

TA Office Hours (15-min sessions, scheduled through WebEx): by appointment

Students with last names A to L - Denise Law (d7law@uwaterloo.ca)

Students with last names M to Z - Sean Chisholm (s6chisho@uwaterloo.ca)

****Please use your @uwaterloo.ca email for all course-related correspondence with the instructor and TAs****

Antireqs for 238: (1) PSYCH 338; (2) AFM 280; (3) MSCI 211; (3) BUS 288W/388W at WLU; (4) SCBUS 225 at WLU

COURSE DESCRIPTION AND 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.

Upon completion of this course, students should be able to:

- A. Describe key concepts, principles, and themes in organizational behaviour
 - Use and evaluate theories to explain and predict organizational behaviour
 - Describe the complexity of psychological processes that influence the nature of work and behaviour of workers
 - Incorporate several appropriate levels of complexity (e.g., individuals, groups/systems, societal/cultural) to explain organizational behaviour
- B. Critically evaluate organizational practices from the framework of organizational behaviour
 - Use scientific reasoning to interpret psychological processes in organizations

- Develop plausible explanations on the causes and consequences of organizational practices based on sound scientific theories and research
- C. Improve effective writing skills
 - Construct arguments clearly and concisely using evidence-based psychological concepts and theories within organizational behaviour
 - Employ APA writing style to make precise and persuasive arguments
- D. Enhance teamwork capacity in virtual environment
 - Present and discuss ideas in an online, asynchronous manner
 - Work effectively with others of diverse backgrounds

REQUIRED TEXT

Johns, G., & Saks, A.M. Organizational Behaviour: Understanding and managing life at work. (11th Edition). Toronto, ON: Pearson Canada.

Instructions provided by Pearson for purchasing eText:

1. Click this link - <https://console.pearson.com/enrollment/gl72va>
2. Click purchase or redeem with the access code from the bookstore.
3. Create or enter your Pearson Login.
4. You will be prompted with an offer to receive a print (loose-leaf) version of the textbook, which will be shipped directly to your home address. This is not required for the course, but feel free to purchase if you prefer a print version.

Note that REVEL includes due dates for readings and points allocated to practice quizzes/assignments. The due dates are to help get you organized, and everything else are optional study tools. Your grade will not be affected by activities in REVEL.

LIVE ONLINE LECTURES

All lecture content will be delivered live and online through the WebEx Meetings platform. This delivery platform will allow students to interact with the instructor through text chat, Q&A, and polling. Live lectures will be delivered once a week in 2 – 2 ½ hour sessions (with 10-minute breaks throughout).

Like in-person courses, live online lectures will provide structure to the course because students can plan their study habits around the scheduled lectures. Furthermore, you will be able to interact with the course content and ask the instructor questions during live lectures. As such, to maximize your learning, attendance is strongly encouraged. However, if you are unable to attend a live online lecture, rest assured that all content will be recorded and posted to LEARN within 24 hours. The instructor will also be available to answer questions via email or during live online office hours.

During the first week of the term, you will be asked to complete a Live Lecture Availability survey on LEARN. If you are interested in attending live lectures, please complete this survey by the deadline specified in the COURSE SCHEDULE. Note that the survey lists 3-hour time slots – this is to accommodate delays or technical issues with the lectures. The instructor will endeavor to be as inclusive as possible when scheduling live lectures.

All students enrolled in University of Waterloo have access to WebEx platform. Please familiarize yourself with information on [WebEx for Students](#). Note that you may need to install WebEx software (e.g., WebEx Meetings to attend live lectures, WebEx ARF player to view recorded live lectures) to view lecture content. If you experience any technical issues, contact the IST Service Desk at helpdesk@uwaterloo.ca or 519-888-4567 ext. 44357.

Because all live lectures will be recorded and posted to LEARN for accessibility, make sure to protect [your privacy in a live classroom](#). The STUDENT NOTICE OF RECORDING section will provide more information on privacy in recordings.

LIVE ONLINE OFFICE HOURS

The instructor will host office hours online through the WebEx Meetings platform. Office hours will be scheduled after the live online lectures are scheduled. Check the Course Announcements on LEARN for updates.

COURSE REQUIREMENTS

Assessment	Due Date	Weight
Midterm Exam #1	February 11 7:00pm EST – February 13 7:00pm EST	23%
Midterm Exam #2	March 11 7:00pm EST – March 13 7:00pm EST	23%
Midterm Exam #3	April 8 7:00pm EST – April 10 7:00pm EST	23%
Organizational Analysis Assignment	Due April 14 @ 11:50 PM EST	19%
Participation	Due by 11:50 pm Mondays before the weekly synchronous lecture	12%
TOTAL		100%

Examinations (69%)

Questions will come from the material covered in the textbook and lectures and will be comprised of multiple-choice questions. All exams will be held online and accessible on

LEARN during the scheduled dates. Each exam will contain only the material that was covered since the previous exam (i.e., non-cumulative).

Online exams can be accessed through the “Assessments” → “Quizzes” tab on LEARN. Before attempting exams, ensure you have a stable internet connection and are using a Waterloo LEARN supporter browser. Check the [System and Software Requirements](#) if you're unsure about your system.

Exams will be accessible during the time periods specified in the COURSE SCHEDULE. All exams will have a **strict 80-minute time limit**. Before starting exams, make sure to read the instructions carefully. The countdown timer will start immediately once you begin the exam. Once you begin an exam, you must complete it. You may only take each exam once. Note that exams must be started with enough time to complete prior to the end date and time as indicated in the COURSE SCHEDULE. Your answers may not be saved if you submit past this end date and time.

While taking exams, keep track of your answers so you have a record in case any computer-related problems occur. If you exceed the time limit, unsaved answers may not be recorded or counted towards your final score.

Once you are done the exam, you must click the **Submit Quiz** button in order to begin the submission process. If you attempt to submit with little or no time remaining before the stated submission deadline, your submission may not be accepted. To accommodate variable network traffic and server response, please allow at least 2 minutes for your submission to complete.

Exams are open book and individual (not collaborative). Open book and NOT collaborative, means that you may refer to the content in the course, the textbook, and your notes when answering questions, but you may not consult, collaborate, or provide questions or answer with/to anyone else. Discussing or sharing questions/answers to exams is taken very seriously as a violation of academic integrity and subject to discipline under the University of Waterloo's Academic Integrity Policy 71 (see ACADEMIC INTEGRITY, DISCIPLINE, CONCERNS ABOUT COURSE POLICIES/DECISIONS, GRIEVANCE, AND APPEALS section for details on academic integrity and discipline).

Organizational Analysis Assignment (19%)

An important goal of this course is to develop your ability to critically evaluate organizational practices from the framework of organizational behaviour. For this assignment, you will apply principles and theories from the course to critically compare OB practices of *two organizations within the same industry* (e.g., Apple and Samsung, Air Canada and WestJet, Tim Hortons and Starbucks, Shoppers Drug Mart and Rexall, Walmart and Costco, Rogers and Bell, Disney and Warner Bros, Ford and Toyota, TD and RBC, Vancouver Canucks and Toronto Raptors).

More specifically, you will analyze the effectiveness of organizational practices within the framework of organizational behavior (i.e., what does the research or what would organizational theory have to say about the chosen practices). As an example, Microsoft has practices of promoting and supporting career growth for employees, including a tuition reimbursement program and one-on-one time with managers to discuss career path and development. These practices may foster organizational commitment and job satisfaction. However, Microsoft also engages in other practices, such as utilizing “permatemp” employees, which may be self-defeating in terms of employee job satisfaction. Another example of an organizational practice is the decision by Loblaw's and Metro to implement then scrap the \$2 hourly pay premium to workers during the COVID-19 pandemic.

The practices, industry, or organizations you choose are not important. You should, however, ensure that your choices are directly related to organizational behavior (e.g., employee benefits, compensation, mentoring, customer service, salary, leadership, group dynamics, conflict, communication, values, motivation, etc.). You can get information about organizational practices in a number of ways, including (but by no means limited to): company websites, the news, books written about the organization, magazines, interviews with people within the organization, your own observations.

The deliverable. Your grade for this assignment will be based on a written report. **First**, your report should provide a detailed analysis of the two organizations and the practices that you are examining. As a general guideline, you should focus on *two organizational practices, and compare/contrast your two organizations on these practices* (e.g., TD does X in terms of leadership development and RBC does Y). The description of the organizational practices should be detailed enough that a naïve reader can understand what each organization does. You may, where such information is available, comment on why the organization has adopted a given practice. **Second**, the report should include a detailed analysis of whether these organizational practices are effective/optimal within the framework of organizational behavior (i.e., what does research or theory say about the practice). **Finally**, based on your understanding of the research and theory, comment on the ideal/optimal practices that these organizations should strive to adopt. To summarize, you should: explain what each organization does, critically analyze what they currently do from an OB research/theory perspective, and discuss what they should ideally do based on OB research/theory.

Additional instructions for the written report:

- The main body of the document must be *no longer than 6 standard report pages* (12-point Times New Roman font, 1” margins, double spaced). This page limit is firm (i.e., anything after the 6th page will not be graded)
- Include a title page (your title page is not included in your 6 pages limit)
- Include APA style references (e.g., sources that you used) on a separate page (references are not included in your 6-page limit)
- Specify the source of information in your report using APA style in-text citations
- Number your pages

- It is very common for students to receive low grades 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 asked
- Submit the report in .doc or .docx file format to the appropriate Dropbox on LEARN by the deadline (see COURSE SCHEDULE)
- ***Assignments that are submitted late will receive a deduction in the overall assignment grade of 5% per day up to 7 days. After 7 days, missed submissions will receive a grade of zero***

Participation (12%)

You will be randomly assigned to a discussion group comprised of ~10 students. Every week, you will read the chapter(s) associated with the weeks' topic before class and contribute to an online discussion on the topic in your discussion group. You will earn 2% for participation each week, up to a maximum of 12% of your grade. This means you need to participate in 6 out of the 12 weeks of topics (includes the "introduction" week) to earn full participation grades. There are several options to demonstrate your engagement, described below. Participation is due **by 11:50 pm the day before the weekly lecture**.

Options:

- Ask a thoughtful question related to the material. Avoid questions that could easily be answered based on the readings (e.g., questions about definitions).
- Answer another student's question. Be as detailed as possible and reference to the textbook or other course material where appropriate.
- Post a comment. This could include a thought, an insight, or reference to external materials (an article, a video, a comic, or a meme). If sharing external material, please discuss how it is relevant to the course.
- Reply to a post. For example: do you agree or disagree with someone's analysis? Do you see connection to other areas of the course?

Remember that you are talking to your peers, so please keep discussions civil and on topic. Inappropriate and/or offensive posts will result in automatic ban from discussion boards and a grade of zero for participation.

You may, and are encourage to, engage in multiple ways every week. The point of this exercise is to foster collaborative learning and encourage you to keep up with the course material on a weekly basis.

COURSE SCHEDULE

(All times are Eastern Standard Time)

Week	Topic	Readings & Activities
1. Jan 11 – 15	Course Overview	Read the course syllabus. Introduce yourself to your discussion group. Complete Live Lecture Availability survey before January 15 @ 11:50pm
2. Jan 18 - 22	Intro to Org Psych & Research Methods	Chapter 1 & Appendix
3. Jan 25 - 29	Personality & Learning	Chapter 2
4. Feb 1 - 5	Person Perception	Chapter 3
5. Feb 8 - 12	Attitudes	Chapter 4 Midterm 1 (Chapters 1, 2, 3, 4, Appendix). Available from February 11 7:00pm EST to February 13 7:00pm EST
Feb 15 - 19	READING WEEK	
6. Feb 22 - 26	Motivation	Chapter 5 & 6
7. Mar 1 - 5	Groups & Teams	Chapter 7
8. Mar 8 - 12	Organizational Socialization & Culture	Chapter 8 Midterm 2 (Chapter 5, 6, 7, 8). Available from March 11 7:00pm EST to March 13 7:00pm EST
9. Mar 15 - 19	Leadership, Influence, & Power	Chapter 9 & 12
10. Mar 22 - 26	Communications & Negotiations	Chapter 10 & 13.3
11. Mar 29 - Apr 2	Ethics & Decision Making	Chapter 11, 12.6
12. Apr 5 -9	Conflict & Stress	Chapter 13 Midterm 3 (Chapter 9, 10, 11, 12, 13). Available from April 8 7:00pm EST to April 10 7:00pm EST
13. Apr 12 - 14		Organizational Analysis assignment due April 14 @ 11:50pm EST

REMOTE TEACHING AND LEARNING: STUDENT NOTICE OF RECORDING

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. You will receive notification of recording via at least one of the following mechanisms: within the Learning Management System (LEARN), a message from your course instructor, course syllabus/website, or other means. Some technologies may also provide a recording indicator. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to classmates and teaching assistants for the purpose of materials review. Recordings will be managed according to the University records classification scheme, WatClass, and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with the [Freedom of Information and Protection of Privacy Act](#), as well as University policies and guidelines and may be subject to disclosure where required by law.

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. (In the case of a live stream event, if you choose not to have your image or audio recorded, you may [disable the audio and video functionality](#) (see: *Student privacy during live events*). If you choose not to be recorded, this notice serves as confirmation of your understanding that you will view recordings of the live lectures later.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, should not be shared with others without the permission of the instructor or event coordinator. Review the [University's guidelines for faculty, staff and students entering relationships with external organizations offering access to course materials](#) for more information on your obligations with respect to keeping copies of course materials. For more information about accessibility, connect with [AccessAbility Services](#).

BONUS CREDITS (4%)

You will have the opportunity to earn up to 4% bonus credits in this course.

SONA and 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 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% 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 through online and remotely operated (replacing in-lab) studies, 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 remotely operated (replaces 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 been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- **FOR THE WINTER 2021 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies.

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 remotely operated (replaces in-lab) studies has increment values of 0.75 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .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.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:

[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 in general is available at:

[Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.](#)

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.

ACADEMIC INTEGRITY, DISCIPLINE, CONCERNS ABOUT COURSE POLICIES/DECISIONS, GRIEVANCE, AND APPEALS

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns about a Course Policy or Decision

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Other sources of information for students:

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

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

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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.

ACCOMMODATION FOR COURSE REQUIREMENTS

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

For security purposes, the Psychology Department does not allow students to write tests, quizzes, or final exams for Psychology courses prior to the date/time scheduled for the course.

Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

Students who are requesting accommodation for course requirements due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed University of Waterloo [Verification of Illness Form](#)
- submit that form to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL.
- (if possible) 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.

MENTAL HEALTH SERVICES

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655

- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#).

Download [UWaterloo and regional mental health resources \(PDF\)](#).

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

CHOSEN/PREFERRED FIRST NAME

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](#). Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory](#).