



York University
Faculty of Liberal Arts and Professional Studies
School of Administrative Studies

Introduction to Organizational Behaviour

AP/ADMS 2400 3.0

COURSE SYLLABUS

Course Instructor/Director: Victoria Daniel, PhD ([Pronouns](#): She/Her)

Email: vdaniel@yorku.ca

Delivery: Classes and exams will be delivered synchronously, completely in-person.

Land Acknowledgement

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Course Description & Objectives

This course introduces concepts of individual and group behaviour as they affect performance in organizations. Example topics covered include personality, well-being, motivation, communication, decision-making, leadership, and structural issues. You can expect this to be a highly interactive course; objectives will be accomplished through a combination of lecture, class discussion, participatory activities, and assignments. This is a *research-based course*, meaning the content is based on a synthesis of peer-reviewed and published research, but does employ examples and cases where possible to illustrate how these principles manifest in practice.

The learning objectives for students of this course are to:

1. Understand major concepts and theories of individual and group behaviour in organizations that guide contemporary management thinking today.
2. Apply these concepts and theories to recognize, analyze, and recommend solutions to solve organizational problems.
3. Develop foundation skills (e.g., critical thinking, problem solving, communication) that can increase your effectiveness as a member of an organization and/or society.

OVERVIEW OF COURSE EVALUATION

Course Engagement	15%	Class participation is critical. This is based on a combination of participating ratings, submission of in-class activities, and short homework assignments.
Midterm Exam	35%	Closed-book exam held in-person; includes Weeks 1-5. Date TBA**
Final Exam	50%	Closed-book exam held in-person; non-cumulative, includes Weeks 6-12. During Final Exam period, Date TBA**

NOTE: Additional information about will be provided in class and posted on the course website. The instructor reserves the right to make changes to the activities that make up these assessments throughout the term and in the delivery of the course as needed.

ACADEMIC ACCOMMODATIONS

A list of approved academic accommodations is provided to the instructor in a letter from the [Student Accessibility Office](#). Though, I also suggest that students communicate with me directly about anything I can do that may help enhance the learning experience and environment.

****For Tests/Exams:** Please be aware that to use approved test/exam accommodations, students need to schedule to write with the accessibility office. For midterm exams, the deadline to do so is THREE (3) WEEKS from the date of your midterm. For final exams, the booking deadline is THREE (3) weeks before the first day of the start of the final exam period; this means it may be several more weeks from the actual date of your final exam. The Student Accessibility Office strictly upholds these dates. I recommend that students [book their tests/exams](#) at the very beginning of the semester. These can always be rescheduled if anything changes.

Required Course Textbook

Johns, G. & Saks, A. M. (2023). *Organizational Behaviour: Understanding and Managing Life at Work* (12th edition). Pearson Canada.

- ▶ Day1Digital access/purchase is available via eClass or visit the York Bookstore webpage.
- ▶ Print copies of the textbook are not stocked by the Bookstore but can be ordered from the publisher or alternate outlets of your choice.
- ▶ This course does not require Pearson's Revel resources – only the textbook itself.

Communication

- ▶ **Email communication with the Course Director:** When sending an email, please include the course and section you are enrolled in in the subject line. Before doing so, please check the course outline and materials posted on the course website to verify that your question has not been answered already. Please direct your instructor correspondence to vdaniel@yorku.ca. You should receive a response within two business days. Do not send any communication via eClass messages.

- ▶ **Course announcements and website:** Please check the course website of this section regularly by logging into eClass with your YorkU passport information. Notices and updates about the course will be posted to the Course Announcements forum on the course website, which should also provide you an e-mail notice when an announcement is posted (sent to your preferred email on your eClass profile).

Important Information

- ▶ **Course outline.** Put simply, the outline is an overview of the course but not carved in stone—variations may arise during the semester dependent on the instructor's assessment of progress and students' needs. Do not be alarmed if a change is made to the course outline and delivery; or if there are differences from other sections or instructors. At the instructor's discretion, other material may be introduced that is *not* on this outline which is meant to further illustrate the topics under study. Students will ALWAYS be notified if any material changes are made that affect you. *Note:* This is a generic copy of the course syllabus, and the final course outline will be provided to enrolled students via the eClass page for this course at the beginning of the semester.
- ▶ **Course registration:** Please direct all registration questions to the main office of the [School of Administrative Studies](#). Course Instructors cannot enroll or approve a student's enrollment to the course. If the section is full, the best strategy is to regularly visit the online course registration system in the first two weeks of classes and check if a space becomes available. Please note that students can only write exams and submit any work in the section they are registered. This area does not permit late enrolments.
- ▶ **Technical requirements:** It is recommended students use a wireless electronic device (laptop/notebook) at each session in order to follow the lecture slides, activities, assignments, etc. To determine Internet connection and speed, there are online tests, such as Speedtest, that can be run. Check your equipment regularly to avoid any issues that will prevent you from accessing the material or submit them on time. Deadlines are strictly imposed. Note: if you have any issues/technical difficulties, please contact the UIT Client Services at askit@yorku.ca.

Mutual Expectations

Role of the Instructor

The role of the instructor is primarily to *guide* students' learning to achieve the aforementioned objectives. Most importantly, I am there to encourage and help students to become independent thinkers and learners as well as cultivate and oversee a constructive learning environment that benefits all students. For example, this may occur through the intentional design of course materials and assessments, asking questions that probe the depth of understanding of key issues, and supporting students in presenting different points of view. My role as the instructor is NOT to review every detail of the assignment course material/text.

The course includes lecture but is more based on active engagement (e.g., via various in-class exercises, analysing cases, etc.) and interaction between instructor-student and student peers to facilitate learning. I believe this approach has several advantages. Of note, I find this to be a more interesting way to engage everyone in the course material, it is a better opportunity for students to practice applying theories and concepts to hypothetical and real work problems, and develop foundational skills that will serve students both professionally and personally (e.g., seeking and synthesizing good information, teamwork, communicating ideas effectively).

Role of the Student

I fully believe that every student has the ability to succeed in this course, and students are therefore expected to show up, be curious, try their best, and challenge themselves. But you will only get out of this course what you put into it.

Students should behave as adult learners by attending classes (and try to be as punctual) and coming prepared to participate where opportunities to do so arise. It is the student's responsibility to stay up to date with each week's readings/lectures, course engagement assignment deadlines, and exam dates as well as to ensure that they are aware of the course policies. If a student needs something from the instructor, they should be proactive in communicating that with me as soon as possible.

Students are also expected to be considerate and contributing members of the learning environment. The best classes are those in which engagement in activities allow students to discover for themselves the relevance and applicability of conceptual ideas, learning from participating in and/or listening to class discussion, and where a healthy debate of different ideas can stimulate new thinking. Yet this is only possible with sufficient input from students.

The Learning Environment

The learning environment is inclusive of class time, interactions between any member of our community (instructor, student, etc.) outside of class that may transpire face-to-face, electronically, or other modalities. We all have a collective responsibility to make the shared learning environment the best it can be—by being respectful of the space and each other.

Growth happens when we go outside our comfort zone, yet we need to a psychologically courageous space to do so. This allows us to push ourselves to take risks (e.g., finding the confidence to speak in front of others, maybe for the first time) and perhaps even challenge each other's viewpoints. Everyone in this class should form their own opinion and it is always welcomed and valued, regardless of whether others agree. At the same time, we should be mindful about sharing differing perspectives in a way that leads to productive discussion and upholds the collective agreements of this community. There is also a critical distinction between a statement of opinion and fact. If representing some information as fact, the onus is on the person doing so (and not the receiver) to find legitimate sources of evidence to support objective claims. In sum, by committing to this together we have an opportunity to create an enjoyable and development-focused place where we can all reflect and learn something about ourselves and the world.

Harassment: Bullying, disruptions that threatens other members in the learning environment, or harassment of any kind is unacceptable. These behaviours are not conducive to a healthy or productive learning experience for any member of this community. [This will not be tolerated by the course instructor or York University.](#)

Policy Regarding Exam Conflicts and Missed Exams

Midterm Exam:

- ▶ For any known exam conflicts that arise (e.g., out of scheduling that overlaps with another YU test/examination, religious accommodations, etc.) and may cause a student to miss a scheduled exam, these must be communicated by the student via email to the Course Director (instructor) no later than two weeks (14 days) before the midterm date.
- ▶ In the case of other significant reasons that may prevent a student from writing the midterm exam on its original date (e.g., illness and medical reasons), they should provide the Instructor with as much advance notice as possible but must notify the Instructor via email no later than the start of the originally scheduled midterm.
- ▶ Reasons for the conflict should be communicated (e.g., date, time, location, contact person where applicable). If approval to write the makeup midterm is granted, a solution will be communicated to the student by email. In all cases it is the student's responsibility to proactively address the matter with the Instructor and to inquire about the results of their conflict notice/request.
→ *As per the University Senate decision, the waiver on required Attending Physician's Statement to support of a request for deferred standing, petitions, or appeals is extended through December 31, 2023.*
- ▶ Approval to write a makeup is at the discretion of the course director or relevant administrative office, and may include prerequisite check. Students whose requests are **not approved**, or those who did not submit a request within the required timeline, will receive a grade of zero (0) on the midterm.
- ▶ **Makeup midterm:** A maximum of one (1) opportunity to write a makeup exam will be provided to students that receive an excused absence the original midterm exam. The makeup is the same structure as the original midterm, however, the content of the questions will always be different. Failure to receive permission to write the makeup midterm exam or failure to write the makeup exam will result in a grade of zero (0). NO further extensions will be given. The weight of the midterm exam cannot be transferred to the final exam as a result of missing the originally scheduled or makeup midterm.
- ▶ PLEASE NOTE: There will be no adjustments or alternatives to start or end times of originally scheduled or makeup midterm examinations under any circumstances.

Final Exam:

- Deferred standing for the final exam might be granted to students with legitimate reasons for being unable to write their final examination at the scheduled time.
- Students seeking to defer a final exam are expected to follow University policies and guidelines. You are responsible for following the correct procedures and doing so with enough advanced notice.
- The [process for deferring a final exam](#) can be found in the link provided. Of note, you will

need to complete a DSA form, provide any required documentation, login to the Deferred Exam Request system using your Passport York, and submit the completed form and any supplementary materials to the School of Administrative Studies by emailing apsas@yorku.ca to request approval for deferred standing.

- The final exam will take place during the deferred final exam period. This information is posted on [York's Deferred Exam](#) page. The makeup is the same structure as the original final, however, the content of the questions will always be different.
- PLEASE NOTE: There will be no adjustments or alternatives to start or end times of originally scheduled or deferred final examinations under any circumstances.

Other Policies

Academic Misconduct

Students involved in any form of academic misconduct may receive a zero (0) grade on the course and a notation of academic dishonesty on their transcripts. In this course, academic misconduct ("cheating") includes but is not limited to:

- copy or use of unauthorized aids in examinations (e.g., unsanctioned notes, devices, etc.) or working with other students to complete a test/exam
- plagiarism (i.e., submission of work that is not your own without explicit approval, a lack of proper citations for paraphrasing material information from other sources)
- submission of work generated for another course without prior clearance by the instructor of this course
- giving false information for the purpose of gaining credit (e.g., completing a self-rating for class participation despite being absent from that day's class)
- aiding and abetting another student's dishonesty (e.g., ignoring others cheating during exams; providing participation codes to other students who are not in class)

Students are strongly encouraged to make themselves familiar with the [University regulations concerning Academic Misconduct](#) as outlined in the online calendar and visit the interactive [on-line tutorial for students on academic integrity](#).

Re-Grading of Coursework

For any minor issues or small mathematical errors in the calculation and recording of a grade, this can be verbally amended between instructor and student. For example, this applies to if marks were incorrectly summed or inputted to the system. However, in the event that a student feels something material was overlooked in the grading of any coursework, they must provide a brief written summary of what warrants further attention. This submission must be made within one (1) week of receiving the grade according to when marks are released on eClass. **Any request for coursework to be re-graded will re-graded in its entirety (e.g., an entire exam). Therefore, the final grade on this assessment may increase OR decrease (or stay the same) because of the second grading.**

If no written request is provided within one week after it is returned, the grade is considered to be final and will be no longer open for re-grading. The instructor will not accept personal lobbying efforts on behalf of grade changes unless the aforementioned procedure is followed

and includes a legitimate coursework-based reason. Please keep in mind that perceived effort does not always mean the expected mastery over the content has been achieved; the mere desire for a higher grade alone is an insufficient rationale. That said, I am always more than happy to discuss a student's work with them for educational purposes (i.e., not a specific grade change in this unofficial format). For more information on reappraisals of final course grades see the [University Policy on Regrading](#).

Student Privacy

To ensure students' privacy in the course of delivering a positive educational experience, every reasonable effort will be made to keep the personal information of the student private and secure. If a student is concerned with or needs to make special arrangements to accommodate specific privacy issues, they must bring these matters to the attention of the instructor as soon as possible—i.e., within the first week of classes—so that reasonable accommodations can be made or an alternate section can be selected by the student. Class lists will not be visible to students on eClass; students are prohibited from sharing class lists with others.

Privacy of Instructor and Copyright of Course Materials

I have spent a lot of time and effort developing the educational materials for this course. As such, any educational materials provided during class or on eClass (e.g., lecture notes and slides, handout materials, examinations and assignments) are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Students will receive a copy of PowerPoint slides before lectures but will not be given the full instructor slides used in class; excepted under certain circumstances (e.g., approved accommodations) in which these specific students must not share the materials with anyone else. Posting or providing unauthorized audio, video, or textual material of lecture content, including that of the instructor, to any third-party violates an instructor's privacy and intellectual property rights, [York University's copywrite policies](#), and the Canadian Copyright Act. Recording lectures in any way (e.g., photographs, audio or video recording) is prohibited unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct and will result in appropriate penalties. ***Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with York University.***

Student Resources

There are several different resources that students have access to which can enhance their overall experience and learning. For more information and an overview of different services, please visit [Student Services](#) or [My Online Services](#). For other ways to get support when you need it, below are a selection of helpful resources.

- [General University Policies](#)
- [Important Sessional Dates](#)
- [LA&PS Student Resources](#)
- [Learning Skills Services](#)
- [Learning Commons](#)
- [York Human Rights Policies and Procedures](#)
- [Academic Support & Accommodations through Student Accessibility Services](#)
- [Religious Accommodation](#)
- [Academic Accommodation for Students with Disabilities](#)
- [Writing Centre](#)
- [ESL Open Learning Centre](#)
- [Student Counselling & Development](#)
- [Mental Health and Wellness at York](#)
- [Sexual Violence Response & Support](#)
- [Community Safety](#)
- [Office of Student Community Relations](#)
- [York International](#)
- [Manage your Academic Record](#)
- [Additional LA&PS Student Resources](#)