



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

Introduction to Organizational Behaviour AP/ADMS 2400 3.0

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.

Office hours: By appointment—email to schedule a time.

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, covering topics such as personality, motivation, leadership, stress, decision making, etc. This course uses an active learning approach as a valuable way to help students understand key concepts and learn how to apply them. Objectives will be accomplished through a combination of highly interactive lecture, class discussion, participatory activities as well as completion of assignments and exams. The content is based on a synthesis of academic research and will utilize specific real-world examples and cases where possible to illustrate how these principles manifest in practice.

Prerequisites: AP/ADMS 1000 and AP/ADMS1010; For students in the BHRM program, AP/HRM1000. For BDEM and BPA students, AP/ADMS 1000. Course credit exclusion: HH/PSYC 3570. Completion of these prerequisites in advance of taking this course cannot be waived by the course Instructor.

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 effectiveness as a member of an organization and/or society.

Disclaimer: This is a general outline for the online course calendar, but once enrolled in the course, a more comprehensive outline provided on eClass should be followed.

Overview of Course Assessment

Course Activities	15%	Combination of weekly in-class activities and a few select short homework assignments.
Midterm Exam	35%	Closed-book exam held in-person; includes Sessions 1-5. <i>Occurs after reading week.</i>
Final Exam	50%	Closed-book exam held in-person; non-cumulative, includes Sessions 6-12. <i>Held during final exam period.</i>

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.

Class Attendance

Although recommended, there is no obligation—in terms of grade requirements—for students to attend classes. If they are absent, it is the student’s responsibility for finding out anything that was missed (e.g., check eClass; talk to peers); additional materials will not be provided to make up for missed classes.

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 Test/Exam Accommodations:** Students can use approved test/exam accommodations by scheduling to write with the [Student Accessibility Office](#). These booking dates are strictly upheld it is recommended that students [book their tests/exams](#) at the very beginning of the semester.

- ▶ Deadline for midterm exams: THREE (3) WEEKS from the date of your midterm.
- ▶ Deadline for final exams: THREE (3) weeks before the first day of the final exam period.

Summary Of Policies Regarding Exam Conflicts and Missed Exams

- ▶ Students will receive a grade of zero (0%) unless the Instructor confirms one of the below exceptions applies and a makeup/deferred exam is approved. It is the student’s responsibility to communicate this with the Instructor via email.
 - Exam conflicts (e.g., scheduling that overlaps with another YU test/exam, religious accommodations, etc.) or other significant reasons that come up which prevent the student from writing the exam (e.g., medical reasons) should be communicated via email no later than 48 hours after the original midterm date.
- ▶ If approval is granted, a solution will be communicated to the student by email. For students that receive an excused absence the original midterm, a maximum of one (1) opportunity to write a makeup exam will be provided. 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 and/or makeup midterm.
- ▶ Students unable to write their final examination at the scheduled time can [apply for deferred standing](#) which will take place during the formal deferred final exam period. Students are responsible for following the appropriate University policies and guidelines and do so with enough advanced notice to the Instructor and following the.
- ▶ Note: there are no adjustments or alternatives to start or end times of originally scheduled or makeup/deferred examinations. Under no circumstances will an alternative assignment or test format be given to a student in lieu of writing the in-person final exam.
 - *The Senate extended the waiver of required Attending Physician Statements (APS) to support requests for petitions, appeals and deferred standings until December 31, 2024.*

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.

Course Administration

Communication

- ▶ **Electronic communication etiquette:** When sending an email, please include the course and section you are enrolled in in the subject line; emails without critical information and adherence to professional standards of communication will be returned. I aim to reply within three business days (or an automated email will indicate when a response can be otherwise expected).
- ▶ **Course website:** All of the information, course materials, and announcements will be made in eClass, which you should check regularly. Most of the assignments will be submitted on eClass.
- ▶ **Course announcements:** Notices and updates will be posted to the Course Announcements forum on eClass. You should also receive an e-mail notice when a class-wide announcement is made on the course website (sent to your preferred email on your eClass profile). Do not communicate with me via eClass messages as I do not check them.

Timely Requests

Students should communicate with me directly and as soon as possible about course accommodations/considerations or anything I can do that may help enhance the learning experience and environment. Please note that my options for providing course accommodations or considerations is greatly reduced when it is not brought to my attention in a timely manner (i.e., before an assignment is due or test is held).

Course Registration

Please direct registration questions to the main office of the [School of Administrative Studies](#). Please note that Instructors cannot enroll or approve a student's enrollment to the course when pre-requisites are not met or if the class/section is full. Pre-requisites are in place for a reason; it is in students' best interest to wait until the stated standards are met. Students who have not completed the required coursework—at York or approval of comparable transfer credits—beforehand will not be ready to take this level of class. If the class/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. This area does not permit late enrolments.

Technical Requirements

Using a wireless electronic device at each session in order to follow the lecture slides, activities, assignments, etc. is recommended. Deadlines are strictly imposed and students should monitor the effectiveness of their devices to ensure materials can be accessed and assignments submitted on time.

Course Outline

At the Instructor's discretion, changes in delivery and/or material may be introduced that is not on this outline which is meant to further illustrate the topics under study, depending on the Instructor's assessment of progress and student needs. Students will always be notified if any material changes are made. There can be variation expected in the way things are done in this section from other Instructors.

Expectations

Students should familiarize themselves with [York's Academic Conduct Policy and Procedures](#).

Role of the Instructor

My role as 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 assigned course material/text and students.

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). This also provides real-time feedback to the Instructor on student understanding of concepts during class as well as progress throughout the semester.

Role of the Student

I 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. You will only get out of this course what you put into it.

Students are expected to behave as adult learners who are accountable for their own actions and outcomes in the course. Students should attend classes and be punctual, and come 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 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.

Harassment Policy: 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](#).

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 (e.g., is respectful to everyone).

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 (not the receiver) to find legitimate sources of evidence to support such 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, each other, and the world.

Class Disruption Policy: Repeatedly talking or making other noise, having distractions on screens, etc. can cause serious disruption that limits other students' ability to learn in the class. In the event where there are such significant interruptions to class, one warning will be given before a deduction will be taken from course activity marks if the disruptions will not stop.

Academic Misconduct

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

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, among other more potentially severe consequences. Below are some examples of what constitutes a breach of academic honesty, including but not limited to:

- ▶ plagiarism (i.e., submission of work that is not your own, a lack of proper citations for paraphrasing material information from other sources)
- ▶ completing coursework, assignments, etc. together with other students when not explicitly approved or directed to do so by the Instructor
- ▶ copy or use of unauthorized aids in examinations (e.g., unsanctioned notes, devices, etc.); working with other students or anyone else to complete a test/exam
- ▶ obtaining exam questions/specific exam content prior to or during the exam or sharing this information with classmates or others
- ▶ giving false information for the purpose of gaining credit and/or accommodations (e.g., lying about assignments/tests, lying about needing academic considerations or reasons for not being about to complete originally scheduled coursework)
- ▶ aiding and abetting another student's dishonesty (e.g., ignoring others cheating on assignments, providing others your work either directly or via websites, etc.); this includes being the one to help a classmate with their work even if there is no benefit to your own work
- ▶ submission of work generated for another course (including any prior times taking in this course) without prior clearance by the Instructor of this course
- ▶ use of [Artificial Intelligence tools](#), such as ChatGPT, without explicit Instructor approval

Regrading of Coursework

The course grade is based on the mastery of course content and achievement of learning objectives, based on [York's Grading Scale](#).

For minor issues: For small errors, such as in the calculation or recording of a grade, this can be verbally amended between Instructor and student.

For major issues: In the event that a student feels something significant was overlooked in the grading of any coursework, they must provide a brief written summary of what warrants further attention with a legitimate, *coursework-based reason*. If no written request is provided within one week after marks are returned, the grade is considered to be final and will be no longer open for re-grading. **Any accepted request for coursework to be re-graded will re-evaluated in its entirety (e.g., the entire exam will be marked again). Therefore, the final grade on this assessment may increase OR decrease OR stay the same because of the second grading.** I will not accept lobbying efforts for grade changes unless the aforementioned procedure are followed and includes a legitimate reason grounded in the coursework produced, after having reviewed feedback and well-researched with course materials, etc. to support reasoning. 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](#).

Any and all re-grading—regardless of magnitude—must be requested via email within ONE (1) WEEK of the marks being released on eClass. In extenuating circumstances where requests for course considerations are made or something out of a student's control (e.g., like being enrolled in the course late and missing assignments), I still need to be notified within a reasonable timeframe (i.e., one week).

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 and updating/revising the educational materials for this course to ensure students receive the best possible experience. 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 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 in the course must not share the lecture materials for my sections with any other student who is not also currently enrolled in ADMS2400 during the same semester.

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 (and in some cases other students' privacy), [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 on the basis of approved academic accommodations. 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.