Spring 2013 OB Seminar

Instructor: Marcus M. Stewart, Associate Professor of Management

Course Description:

This seminar is designed to inform participants of contemporary theory and research in organizational behavior, with a focus on individual employee behavior. The course will provide a thorough exposure to the range of topics and research issues that will enable participants to conduct advanced research in the field.

Course Objectives:

Each participant should complete this course with…

1. A conceptual understanding of individual behavior in organizations.
2. An awareness and appreciation of the wide range of current theoretical and research trends in the field.
3. An ability to be conversant in the field in a scholarly way.
4. A personal knowledge base with which to expand the knowledge base of the field.
5. An awareness of the range of scholarly sources of information about the field.
6. Enhanced communication skills that will facilitate success in an academic career.

Course Requirements:

1. Class preparation and participation. This is vital and fully expected. All participants are expected to have read and prepared with the assigned material.
2. Discussion leader. Part of the learning that goes on in a seminar at this level is the ability to conduct such a seminar. For this reason each participant will be asked to moderate sessions or parts of sessions during the semester. In this role, you should be prepared to make a presentation during which you will want to discuss the key points of the reading material, your reactions to what you have read. What is absolutely fatal in a seminar like this is to simply repeat for the participants what they have already read. You should facilitate your presentation with visual aids, handouts, or any other media you think will make your points most effectively.
3. Research Paper. This 20 page paper could take a variety of forms such as a critical review of the literature, a theory development piece, a research proposal, and so on.
4. Paper Presentation. Fifteen minutes dedicated to your paper, with one participant giving a five-minute critique. This is a prevalent model at professional meetings.

Grading:

Class participation 35%
Research paper 35%
Exam 30%
Weekly Schedule

**This sequence of topics may change as we progress through the semester. However, this list should be representative.**

January 22  ____ Introduction
Bowditch, Buono & Stewart, Chpt 1

January 29  ____ Motivation I. Foundations of Human Motivation
Reeve, 2009, Chpt 5 – Intrinsic and Extrinsic Motivation
Reeve, 2009, Chpt 6 – Psychological Needs
Deci & Moller, 2005 (Elliot & Dweck, Chpt 31)

February 5  ____ Motivation II. Motivation Theory and Research in Organizations
Bowditch, Buono & Stewart, Chpt 3

February 12  ____ Motivation III: Motivation Theory and Research in Organizations (cont.)
Reeve, 2009, Chpt 7 – Social Needs
Reeve, 2009, Chpt 8 – Goal Setting

February 19 Perception and Cognition I: Framing and Decision Making


February 26 Perception and Cognition II: Framing and Decision Making (cont.)


March 5 Perception and Cognition III: Attitudes

Bowditch, Buono & Stewart, Chpt 2


March 19 Perception and Cognition IV: Fairness/Justice


March 26 Personality I. The Big Five Factor and Core Self Concept Models


Salgado, J. F. 1997. The five factor model of personality and job performance in the European


April 2 Personality II. Proactive, Affect, g...


April 9 Job Performance and Related Behavior


Kerr, S. 1995. On the folly of rewarding for A, while hoping for B. *Academy of Management Executive,*

April 23 Teams

Bowditch, Buono & Stewart, Chpt 5


April 30 Teams: Conflict

Bowditch, Buono & Stewart, Chpt 6


Huang, J-C. 2012. The relationship between conflict and team performance in Taiwan: The moderating


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May 7 Leadership

Bowditch, Buono & Stewart, Chpt 7


