INTERNATIONAL MANAGEMENT INSTITUTE, BHUBANESWAR
FELLOW PROGRAMME IN MANAGEMENT (FPM)
THEORY AND RESEARCH IN ORGANIZATIONAL BEHAVIOUR (OB 608)
CREDIT: 3 CREDITS
SESSION DURATION: 60 MINUTES

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Course Overview and Perspective

This course provides the FPM students an overview of the major topics in organizational behavior. The course is designed to provide a broad exposure to the field, an understanding of its central concepts, and opportunities to develop ideas for how you might contribute to this literature. We will pursue these goals by examining a mix of theoretical and empirical research, thinking critically about the strengths and limitations, and creating a forum for you to test your own conceptual and empirical ideas. Our goals are to help you to gain broad familiarity with theory and research concerned with micro-organizational processes and to help you develop the analytical skills necessary to critically evaluate and integrate work in this area. We will also encourage you to use the course to hone your own research agenda. Our ultimate objective is to prepare you to contribute to the current dialogue in the field of organizational behavior. Achieving these goals will require a good deal of reading. It is essential that you read the material before class, as well as spend time thinking about the implications of the readings.

Course Objectives:

➢ To offer the students an introduction to the core theories, concepts and research in the field of Organizational Behavior.
➢ To provide them an opportunity to engage in reflective dialogue that deepens their analytical skills and enriches their understanding of the theoretical frameworks, challenges and dilemmas facing the field.
➢ To sharpen the students' skills as a developmental reviewer and prepare them for future research collaborations.

➢ To identify exciting new areas of research and to give the scholars a head start on publishing in the field.

Course Pedagogy

The pedagogy will focus on the dissemination of knowledge through presentation and analysis of research papers. This will help the scholars to develop the analytical skills necessary to critically evaluate and integrate work in the field.

Books:

➢ Robbins, S. P., & Judge, T.A. *Essentials of Organizational Behavior, 14th ed.* New Delhi: Pearson Education
➢ Greenberg, J. & Baron, R.A. (2008). Behavior in Organizations (*9thed.*). New Delhi: PHI Learning.

Course Evaluation criteria:

Component	Weight
Research Paper presentation	30%
Peer Review	20%
Class Participation	10%
Term-Paper	40%
Total	**100%**

Research Paper presentation (30%)

The success of this course depends on how students are actively engaged. Each student must be prepared to discuss the required readings for each session. As you reflect on the readings please reflect on these points:

➢ What is the basic theoretical model of the paper (constructs and relationships among them), and what is the foundational theory upon which the theoretical model is built?
➢ What are the hypotheses/propositions formulated?
➢ What is the methodology used and how the results have been presented and discussed?
➢ What is the main contribution of this paper? What ideas you find interesting?
➢ Do you agree or disagree with the arguments made in the paper, and why?

➢ Are there gaps you can fill and tensions you can resolve through further research?

The student will be required to present one allocated research paper in every class. For this purpose, a PowerPoint presentation needs to be prepared on the research paper focusing the points listed above.

Peer Review (20%)

Each student will be required to review the presentation of the other student and ask relevant questions regarding the research paper being presented. In order to do that you are required to prepare at least five questions on the research paper which you will not be presenting in the class and ask these questions to the student who is presenting the paper. You will be graded on the basis of the quality of questions asked. To prepare to contribute, you'll be required to read each article carefully.

Class Participation (10%)

The students will be graded on the quality of their contributions to the class discussion

Term Paper (40%)

The term paper is a research proposal which is required to be presented in the last class. The research proposal provides each student the opportunity to conceive and plan a study on some issue within the domain of the course. In the term paper, you should provide a literature review of the related work to-date, a theoretical framework consisting of hypotheses, and methodology to be used for testing the hypotheses (format should be APA). The paper should be in no more than 15 double-spaced pages of text. Each student will give a presentation of his or her term paper in the last classes.

It is important that you appropriately cite all references within the text of your proposal, as well as including a reference list at the conclusion of your paper (APA format). Sentences that are paraphrased and ideas that are adopted from another work must be appropriately cited. If you are including a sentence or passage verbatim from another work (published or unpublished), you must indicate this with the appropriate quotation marks and citation.

While you must incorporate what you have learned from this course in your final paper, we aim to be flexible on the topic of your term paper. A term paper on some other idea or topic, which was not discussed in the class but is related, is also welcome. The topic should be the one in which the scholar is interested in and is enthusiastic about. Indeed, the hope is that this paper will eventually be developed into a publishable journal article.

Plagiarism

We are committed to upholding the highest standards of academic integrity and honesty. Plagiarism is the use of or presentation of ideas, works that are not one's own and which are not common knowledge, without granting credit to the originator. You may refer the already available content just for your reference and to get the basic ideas. Only 20% of such content is acceptable, above that comes under the definition of Plagiarism which is unacceptable in IMI and will be treated seriously. All such cases will be referred to the appropriate body of the Institute for suitable disciplinary action.

Session Plan:

Session	Topic	Readings
1-3	**Introduction to OB**	➤ Roethlisberger, F. J. (1941). The Hawthorne Experiments. In Ott, J. S., Parkes, S. J., & Simpson, R. B. (Eds.). (2003). *Classic readings in organizational behavior.* Wadsworth Publishing Company. Pp.142-150.
3-5	**Person Vs Situation**	➤ Schneider, B. (1987). The people make the place. *Personnel psychology*, *40*(3), 437-453. ➤ Chatman, J. A. (1989). Improving interactional organizational research: A model of person-organization fit. *Academy of management Review*, *14*(3), 333-349.
6-8	**Personality**	➤ Kilduff, M., & Day, D. V. (1994). Do chameleons get ahead? The effects of self-monitoring on managerial careers. *Academy of Management Journal*, *37*(4), 1047-1060. ➤ Resick, C. J., Baltes, B. B., & Shantz, C. W. (2007). Person-organization fit and work-related attitudes and decisions:

		Examining interactive effects with job fit and conscientiousness. *Journal of applied psychology*, *92*(5), 1446-1455.
9-11	**Perception and Impression Management**	➢ Harris, K. J., Kacmar, K. M., Zivnuska, S., & Shaw, J. D. (2007). The impact of political skill on impression management effectiveness. *Journal of Applied psychology*, *92*(1), 278-285. ➢ Kromrei, H. (2015). Enhancing the Annual Performance Appraisal Process: Reducing Biases and Engaging Employees Through Self-Assessment. *Performance Improvement Quarterly*, *28*(2), 53-64.
12-14	**Attitudes and Workplace Outcomes**	➢ Bowling, N. A. (2010). Effects of job satisfaction and conscientiousness on extra-role behaviors. *Journal of Business and Psychology*, *25*(1), 119-130. ➢ Bowling, N. A., Wang, Q., & Li, H. Y. (2012). The moderating effect of core self-evaluations on the relationships between job attitudes and organisational citizenship behavior. *Applied Psychology*, *61*(1), 97-113.
15-17	**Turnover and embeddedness**	➢ Kiazad, K., Holtom, B. C., Hom, P. W., & Newman, A. (2015). Job embeddedness: A multifoci theoretical extension. *Journal of Applied Psychology*, *100*(3), 641-659. ➢ Allen, D. G., Peltokorpi, V., & Rubenstein, A. L. (2016). When "embedded" means "stuck": Moderating

		effects of job embeddedness in adverse work environments. *Journal of Applied Psychology*, *101*(12), 1670-1686.
		➢ Marasi, S., Cox, S. S., & Bennett, R. J. (2016). Job embeddedness: is it always a good thing? *Journal of Managerial Psychology*, *31*(1), 141-153.
18-20	**Motivation**	➢ Cohen, A., & Diamant, A. (2019). The role of justice perceptions in determining counterproductive work behaviors. *The International Journal of Human Resource Management*, *30*(20), 2901-2924. ➢ Farndale, E., Van Ruiten, J., Kelliher, C., & Hope-Hailey, V. (2011). The influence of perceived employee voice on organizational commitment: An exchange perspective. *Human Resource Management*, *50*(1), 113-129.
21-23	**Ethical Issues in Workplace**	➢ Bazerman, M. H., & Gino, F. (2012). Behavioral ethics: Toward a deeper understanding of moral judgment and dishonesty. *Annual Review of Law and Social Science*, *8*, 85-104. ➢ Umphress, E. E., & Bingham, J. B. (2011). When employees do bad things for good reasons: Examining unethical pro-organizational behaviors. *Organization Science*, *22*(3), 621-640. ➢ Umphress, E. E., Bingham, J. B., & Mitchell, M. S. (2010). Unethical behavior in the name of the company: the

		moderating effect of organizational identification and positive reciprocity beliefs on unethical pro-organizational behavior. *Journal of applied psychology*, *95*(4), 769-780.
24-26	**Stress and work-life balance**	➢ Harris, K. J., Harvey, P., & Kacmar, K. M. (2009). Do social stressors impact everyone equally? An examination of the moderating impact of core self-evaluations. *Journal of Business and Psychology*, *24*(2), 153-164. ➢ Valcour, M. (2007). Work-based resources as moderators of the relationship between work hours and satisfaction with work-family balance. *Journal of Applied Psychology, 92*(6), 1512–1523.
27-30	**Term Paper Presentations and Discussion**	

Note: The readings mentioned are tentative and may be altered, if required.