Professor
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Office Hours: By appointment

Course Prerequisite: This course's prerequisites include Management 7030, its equivalent, or permission from the chairman of the management department. If you don't have one of these, you will be administratively dropped from the course.

Textbook & Readings: We use scholarly journal articles and various book chapters as readings in this course. The citations for these are located under each topic denoted in the syllabus.

Course Description: This doctoral seminar covers major historical and contemporary theories of organizational behavior. The course emphasizes understanding and critiquing theory and research at the individual-level and group-level of organizational behavior. It also considers the relevance of organization context to OB theory and research. Students learn to apply advanced knowledge of OB theory and research through writing scholarly theoretical papers. Students analyze, discuss, and critique assigned readings and their research papers at regular class meetings.

Course Objectives
1. To create an interest in and develop an awareness of the field of organizational behavior (OB).
2. To provide an opportunity to explore, discuss and analyze major theories, concepts, and principles of the field of OB.
3. To learn how to develop and write a scholarly theoretical research paper in OB.
4. To prepare doctoral students for comprehensive exams in OB.

COURSE PROCEDURES

General: This is a research seminar for doctoral students. It assumes doctoral students possess basic knowledge of OB (i.e., undergrad or master-level OB or industrial psychology). It requires students to be highly involved, self-motivated, and willing to assume an active role in advanced learning of OB theories and research. In a typical class, we discuss assigned readings in OB and your research papers (see below). Students are responsible for leading discussions of scholarly articles and book chapters on various topics in OB (i.e., teaching, presenting, discussing, and answering questions). Along with leading a discussion on these materials, students should provide other students and the professor with electronic or "hard" copies of their seminar materials (e.g., summaries of articles and text chapter; PowerPoints slides). This material will be indispensable as you prepare for your comprehensive exams. In a seminar, the professor is not a lecturer but a facilitator. As a facilitator, the professor introduces the topic and the presenter/s and leave most of the discussion to the students. During the class, however, the professor helps focus the discussion on important issues related to each topic and interject points--if necessary, regarding ideas which may have been underemphasized or overlooked.
Specifics

Tests. There are two essay exams. The final is comprehensive. Doctoral students should treat these as an opportunity to prepare for the OB portion of the comprehensive exams. Weights assigned to these tests for course grading are provided under the “Grading” section below.

Article Discussions and Abstracts. For each topic during the semester, the professor assigns or you may volunteer to read, abstract and discuss related articles and/or book chapters. Each student should expect to have one or two articles/book chapters to present for each class. You may include overheads, handouts, and other supporting material to promote an understanding of the assigned reading. Along with the presentation, the student should prepare a summary of the text material and one-page abstracts of the books and articles relating to their topics. The summaries and abstracts will prove especially helpful in preparing for the tests and as a resource for preparing for comprehensive exams.

Theoretical Research Paper. Ph.D. students prepare a theoretical research paper in OB. Students select a topic through discussions with the professor. You should start the paper as soon as the semester starts. We will begin discussing your topics/papers as early as the second class and our discussions will continue throughout the semester. The paper normally should not exceed 21 typed pages (excluding references, tables, figures). The format and style of the paper should conform to the Academy of Management Review or Journal.

Turning in Assignments. All assignments must be turned in on the specified dates. For every work day that an assignment is late, the student and/or group forfeits a letter grade.

Tardiness. Make every effort to be at class on time.

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Tentative Class Schedule¹

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Aug 23. Class 1: Course Orientation & Introduction: Setting the Stage

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Aug 30. Class 2: Theory in OB(1)

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¹ Note: We will not discuss all the articles listed under each topic in class. Instead we will typically select about 2 articles per student for discussion. This syllabus is a “living” document, meaning I may discover new articles to add and old ones to subtract during the semester.


Sep 6. **Class 3: Personality in OB**


**Sep 13. Class 4: Attitudes, Emotions, Habits**


**Sep 20. Class 5: Organizational Citizenship Behavior and Contextual Performance**


**Sep 27. Class 6: Counterproductive Work Behavior (Organizational Deviance, Self-Defeating Work Behavior, Undermining, Incivility, etc.)**


**Oct 4. Class 7: Mid-Term Exam**

**Oct 11. Fall Break**

**Oct. 18. Class 8: Work Motivation, Goals, Feedback**


**Oct 25: Class 9: Decision Making & Ethics**


Nov 1. Class 10: Psychological Contracts, Justice, Trust, & Perceived Organizational Support


Nov 8. Class 11: Leadership & Mentoring


**Nov 15. Class 12: Workplace Ostracism & Social Exclusion**


**Nov 22. Class 13: Groups, Teams, Norms, Identity**


**Nov. 24. Thanksgiving Holiday**

**Nov. 29. Class 14: Final Exam**

**Dec 6. Class 15: *****RESEARCH PAPERS DUE*******

1This class schedule may change as the professor deems necessary. Changes will be announced in class. Students not attending class are responsible for obtaining this information.

**GRADING**

<table>
<thead>
<tr>
<th>Tests:</th>
<th>Midterm: 20%</th>
<th>Final: 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper:</td>
<td>45 %</td>
<td></td>
</tr>
<tr>
<td>Preparedness/Participation:</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale: A=100-90  B=89-80  C=79-70  D=69-60  F=59-0