SEMINAR in ORGANIZATIONAL BEHAVIOR I
Management 8421
Fall 2018  Section 001
Day: Tuesday 1:00-4:00 P.M.  Room: 365

Professor
Frances Fabian
Department of Management
Office: 211
Phone: 662-778-2342
E-mail: ffabian@memphis.edu
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.

**THOUGHT PAPERS** Each week you will need to submit a thoughtful analysis of the required readings for that week. These 1-3 page double-spaced typed analyses are due by 8 am on the day before class. You will distribute your thought papers via e-mail or D2L to the professor and your class colleagues. All class members need to read each others’ thought papers before class — so it’s very important that these papers are turned in on time. Discussion leaders do not need to write thought papers for the class they are leading, but it is critical that they read their colleagues’ thought papers in order to develop a “meta integration.” So high quality thought papers will not only help your discussion and participation in class, but will also be needed for the discussion leader to do his or her job. Since everyone will be in every role, we need to make sure that the quality is high and that people have enough lead-time to do a good job. In order to meet these goals, late papers will be penalized. Thought papers are not article summaries and they are not simply your subjective reaction to the readings. The thought papers require a thoughtful integration, synthesis and analysis of the readings. The goal of these papers is to help you, and your colleagues, identify research questions and ideas. It is not enough to say that you liked or didn’t like a reading — because that won’t help the discussion leader or your classmates move to a deeper level of analysis. So please incorporate one or more of the following questions in your thought paper: 1. What are the issues, puzzles, dilemmas and conundrums raised in this set of readings? 2. What ideas did you find to be the most exciting or generative? Why? 3. How might you use these ideas in your work? 4. In what ways do the readings in this session support, build on or contradict one another? 5. What is the connection between the readings in this topic session and earlier readings in the course? What are the points of agreement or disagreement? What gaps have you discovered in the literature? 6. What are the burning research questions that need to be answered? What types of methodological issues will be faced in conducting this research?

**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.

Minimally, your paper needs to be of “national conference” quality (i.e., it would be accepted at the Academy of Management meeting – which is a desired outcome of this activity). “A” papers would receive a “revise and resubmit” from a leading management journal (an even more desirable outcome!). The final research paper should therefore be a 20-25 page double-spaced, typed document. Please note that, using the Academy of Management meeting submissions as a guideline, the maximum length of your paper is capped at 40 double-spaced pages (including title page, 100 word abstract, text, tables, figures and references). The paper format should follow the Academy of Journal’s Style Guide. Papers must be written explicitly for this course. Papers that are revised or modified from other courses will not be accepted.

There are three things that will help you develop a high quality paper. First, I need to approve your paper.

**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.

**Tentative Class Schedule**\(^1\)

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

**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**


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**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**


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**Nov. 24. Thanksgiving Holiday**

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

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

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1 This 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.

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**GRADING**

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<td>Tests:</td>
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<td>Midterm</td>
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<td>Final</td>
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<td>Research Paper:</td>
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<td>Preparedness/Participation:</td>
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Grading Scale: A=100-90  B=89-80  C=79-70  D=69-60  F=59-0