Course Descriptions
The purpose of this course is to examine and understand basics in the theory and empirical research in the field of micro-organizational behavior and to increase our understanding of people’s behavior in organizations. To do so, we will cover a blend of classic and contemporary literature so that we can appreciate the prevailing theories and findings in various areas of micro-organizational behavior. In addition, for each topic we will then try to go beyond the existing literature. We will work to increase our understanding by re-framing the research variables, altering the perspective, bringing in new theory, and comparing levels of analysis. This course follows from MGMT 951 continuing to explore core topics in micro organizational behavior, which was offered last Fall in 2013. However, if you have not yet taken MGMT 951, that is fine, the courses have been set up to be modular. Indeed, the purpose of this course is not meant to be exhaustive, rather it covers approximately half of the organizational behavior literature. For a more complete understanding of the basics of organizational behavior it is mandatory for organizational behavior students to take MGMT 951 next year, which will cover the remaining topics in basic organizational behavior (Fall 2015). This fall, I will be offering MGMT 932, Identity in Organizations, which will cover this important area within organizational behavior in more depth. Note: we will not be covering much affect research in Mgmt 951, 961, or 932 as Mgmt 957 – Emotions in Organizational Behavior - will be taught as a six week course in Fall 2015.

Course Requirements
The student role will encompass the following requirements for students taking both 961 and 932. For students enrolled only in 961, 2 innovation papers will be due and one 7 to 15 page paper on a theoretical topic (no need to include the research design).

1. Preparation of two 1-3 page “innovations.” These will be very brief presentations of novel hypotheses (something not already known or immediately obvious to researchers in O.B.). You will state a hypothesis and then present a short justification about why it is a good idea. Many of these will become topics for discussions within the seminar itself.

2. Preparation of a 15 to 30 page paper which adds new knowledge or brings a new perspective to old findings within the field. It is perfectly acceptable to incorporate your short "innovations" into this longer paper (if your ideas have followed a consistent thread), but this is not necessary or even preferred. In any case, the paper should review prior research on your topic or related literatures (if your topic is quite new), and then should pose a set of hypotheses that would be worth pursuing in future research. If possible, you should also describe what an empirical test of your ideas would look
like, sketching at least the broad outlines of a research design.

3. Participation:
   a. Lead discussion on subtopics and issues within the seminar through responsibility for a particular set of articles or sub-areas. In this role, first summarize the article briefly (no more than 2 or 3 minutes at most), then present (briefly) what you think are the major strengths and weakness of a paper. Then, pose what you think are interesting or provocative questions (stimulated by the paper) that our class should discuss.
   b. Lead an opposing position. This is the same as above, except you will be responding to what the lead discussion person says. This role is meant to help you constructively develop your critical thinking abilities.

4. Be an active (constructively critical) participant throughout the term.

Preparation for Class Sessions
Each student is expected to come to class prepared to discuss all the required readings for each class session. The essence of this seminar is contained in the quality of the classroom discussion. As you review each reading you might want to consider the following issues:

- What is the basic formulation of the theory (constructs and relationships among them), and what drives the theory?
- What are the underlying assumptions?
- What is the main contribution of this paper? What are the interesting ideas?
- What did the author(s) do well and do poorly?
- Do you believe his or her arguments? What would it take to convince you?
- What are the boundary conditions of the argument, in other words, under what circumstances does the argument apply and not apply?
- What are the critical differences between this author’s argument and others you have read? Can these differences be resolved through an empirical test?

Important Dates
The short "innovation" papers will be due the 4th and 6th weeks of class. The 961 term paper will be due Tuesday Oct 21, 2014 by e-mail and hard copy in my box. If you are taking both 961 and 932 you can choose to do one bigger term paper due December 16, 2014.

Course Outline
1. September 2: Introduction & Person-Environment Fit (To Fit or not to Fit)
2. September 9: Socialization (How do you get people to fit?)
3. September 16: Extra-role Behavior & Proactivity (Beyond 9 to 5)
4. September 23: Job Design & Creativity - INNOVATION PAPER DUE
5. September 30: Status, Power & Social Influence
6. October 7: So what is micro-OB? - INNOVATION PAPER DUE
Session 1: Introduction & PE FIT (To fit or not to fit)


Other articles of interest (but not required):


Session 2: Socialization (How do you get people to fit?)


Other articles of interest (but not required):


Session 3: Extra-role Behavior and Proactivity (Beyond 9 to 5?)


Other articles of interest (but not required):


Session 4: Job Design and Creativity (separate topics)

Job Design


Creativity


Other articles of interest (but not required):

Job Design


Creativity


Session 5: Power, Social Influence and Status


**Other articles of interest (but not required):**


Session 6: So what is micro-OB and in what directions could it go?


Cialdini, R.B. (2009). We have to break up. Perspectives on Psychological Science, 4: 5-6.

Other articles of interest (but not required):


