

ORGANIZATIONAL BEHAVIOR

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Course description

This course introduces selected topics in organizational behavior (OB) that we consider important and timely. We examine classic and contemporary theoretical models alongside influential empirical research on key topics in the field. The aim is to spark interest in studying one or more of these topics further, rather than to provide an exhaustive overview or in-depth expertise in every topic. A second major goal is to help each student begin or continue the journey toward becoming an independent researcher through exposure to well-designed OB research and completion of the course assignments.

Course Material and Expectations

Class participation. Read all required materials before each session and be prepared to discuss the theoretical frameworks, the quality of the research methods, and directions for future research. Most learning takes place through class discussion, so please be physically present and intellectually engaged. Readings will be posted on Blackboard before class, and presentation slides will be posted afterward. The quality of your participation accounts for 20% of the final grade.

Leading class discussion. For most sessions, one or two students will serve as discussion leaders. Leaders guide the conversation, ask and elicit meaningful questions, and engage all students. Prepare by considering the gaps or inconsistencies addressed by each study, the appropriateness of its theoretical framework, methodological strengths and weaknesses, alternative research designs, links to other research, and ideas for future studies. Discussion leaders should understand the articles in depth, particularly their theories, constructs, and mechanisms. Leaders will be assigned during the first session. Performance as a discussion leader accounts for 20% of the final grade.

Research proposal. Develop a full research proposal for an empirical study or set of studies on an OB topic. The proposal should resemble an Academy of Management or American Psychological Association submission and include an introduction, the theoretical context and need for the study, hypothesis development, the proposed sample and methodology (including design and analyses), and a discussion of potential

contributions. To help you prepare for the full proposal, you are asked to first provide an outline of your research idea, no longer than five pages, by November 30. The outline is not graded but developing it carefully will help you receive useful feedback.

All students must provide feedback on their classmates' proposal outlines. Each student will likely review two peers' outlines, depending on enrollment. The quality of this feedback accounts for 15% of the final grade.

The final research proposal is due on December 15 and accounts for 45% of the final grade.

Evaluation criteria of the research proposal:

- (a) Is the paper interesting and intellectually stimulating?
- (b) Is the motivation behind (need for) the study well-argued and relevant?
- (c) Is the literature review appropriate?
- (d) Is there a potential theoretical contribution of the proposed study?
- (e) Is the proposed methodology adequate, appropriate, and feasible?
- (f) Is the paper well-written and clear?

Tentative list of topics

- Foundations of organizational behavior research
- Personality and individual differences
- Emotions and affect
- Job attitudes and behaviors
- Motivation and self-regulation
- Judgment and decision-making
- Leadership, hierarchy, and influence
- Ethics and morality
- The psychology of entrepreneurship
- Employee well-being

Faculty Bio.

Garrett Brady is an assistant professor in the Department of Management and Technology at Bocconi University. He received his PhD in Organizational Behavior from London Business School. His research focuses on organizational behavior, with interests in leadership, social hierarchy, and interpersonal influence. He examines when and why leaders negatively affect the organizations they direct and the subordinates they manage, with an emphasis on how leaders' influence strategies shape the experiences and outcomes of those lower in the hierarchy. In this work, he often adopts an evolutionary lens on social influence to understand why some leaders use influence in ways that benefit employees, teams, and organizations, whereas others do so in ways that cause harm. His research has been published in leading psychology and management journals, including *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, *Social Psychological and Personality Science*, *Organizational Behavior and Human Decision Processes*, and *Organization Science*.

Remus Ilies is full professor in the Department of Management and Technology at Bocconi University. Before moving to Bocconi in 2021, he was Provost's Chair and full professor of management and organisation at the National University of Singapore for over 10 years. Prior to that, he was the Gary Valade Research Fellow and full professor of management at Michigan State University where he started his academic career as an assistant professor in 2003. His research focuses on diverse topics such as employee well-being, work-family processes, attitudes, and leadership and motivation, with a particular interest in understanding the role of emotional processes in explaining outcomes relevant to these research topics. This research has been published in premier scholarly journals such as *Academy of Management Journal* and *Journal of Applied Psychology*. For his research, Remus has received numerous awards – for example, the Cummings Scholarly Achievement Award, recognizing an early- to mid-career scholar, from the *Organizational Behavior Division* of the *Academy of Management*.