

## ORGANIZATIONAL BEHAVIOR

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### Course description

This course is designed to provide an introduction to several (selected) topics in the organizational behavior (OB) literature that I consider important and timely. It is not possible to complete an exhaustive overview of the OB field in a short course such as this one; therefore, we will examine a combination of classic and contemporary theoretical models, along with interesting and influential empirical research on some key topics in OB. Furthermore, the objective of this course is not to gain in-depth expertise on these selected topics, but instead, the hope is to spark interest in studying one or more of these topics further. Another major goal of this class is to encourage and enable each student to embark on, or continue, the journey towards becoming an independent researcher through exposure to well-designed research in OB and completion of various course assignments.

### Course Material and Expectations

**Class participation.** For each meeting, several readings are required, and you are expected to read *all* assigned materials. For each class, you should be prepared to discuss the readings, particularly the underlying theoretical frameworks that are described/used, the quality of the research methodology, and potential future directions for research. Because most of the learning for this course occurs during class meetings when the readings are discussed, please be physically present and intellectually engaged in class. The readings will be posted on Blackboard before each class, and any presentation slides that I will use will be posted after each class. The quality of your **participation in class discussions** will be assessed and will constitute 15% of your final grade for this course.

**Leading class discussion.** For most classes, a student (or two) will serve as discussion leader(s). The discussion leaders' role is to guide the conversation as we progress through the readings, ask and elicit meaningful questions, and facilitate the engagement of all students. To prepare for class discussions, it would be helpful to think about what gaps or inconsistencies a particular study

addresses or attempts to address (and how well it does that), whether the theoretical framework is appropriate, the methodological strengths and weaknesses, possible alternative research designs, how the study fits with other research and theoretical models, and interesting ideas for follow-up research. Discussion leaders are expected to have a deep understanding of the articles, especially the theories used and the constructs and mechanisms that are examined. Discussion leaders will be assigned during the first meeting. Your *performance as discussion leader* will be graded and will constitute 15% of your final grade for this course.

**Research proposal and class presentation.** The main assignment for this course is to develop a full *research proposal* for an empirical study (or a set of studies) concerning an OB topic. The proposal should be close to an *Academy of Management* or *American Psychological Association* submission and should include an introduction, theoretical context outlining the need for the study, hypothesis development, proposed sample and methodology (including research design and analyses), and discussion of potential contributions.

As an intermediary step towards developing the research proposal, you are required to turn in (upload) a short (maximum of 5 pages) outline of your research idea; this outline is due on **October 4<sup>th</sup>**. The outline is not graded, but it is in your best interest to generate a well-developed research idea, so you receive the most useful feedback. You will also be required to present your proposal outline in class (during the last 3-4 meetings); this *class presentation* will be graded and will constitute another 15% of your final grade for this course.

All students must provide feedback to their classmates regarding the outline of the research proposal (each student will likely be asked to give feedback to two peers, depending on enrollment). The *quality of the feedback* will be graded and will constitute 15% of your final grade for this course.

The *research proposal* is due on **November 21<sup>st</sup>** and will constitute 40% of your final grade for the course.

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**

- Introduction to the OB literature and research
- Personality and individual differences

- Emotions and affect
- Job attitudes
- Motivation and self-regulation
- Behaviors on the job
- Groups and teams
- Leadership and influence
- The psychology of entrepreneurship
- Employee well-being
- Ethics and morality
- Doing and reporting research; course wrap-up

### **Faculty Bio.**

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*.

