

DISCIPLINA.....Organizational Behavior  
 PROFESSOR..... Joana Story  
 LÍNGUA.....Inglês  
 CARGA HORÁRIA...  30 horas ou  15 horas (selecionar)

CURSO..... CURSO DE MESTRADO E DOUTORADO ACADÊMICO - (CMCD-AE)

### SYLLABUS

#### COURSE DESCRIPTION

Classic and contemporary research that addresses fundamental issues of organizational behavior. Drawing on theory and research in psychology, social psychology, and organizational behavior, we will explore individual, interpersonal, and group processes in work organizations.

#### OBJETIVOS DA DISCIPLINA / LEARNING GOALS

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCD/AE.

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCD/AE.

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION *			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCD/AE / CMCD/AE Objectives	Objetivos da disciplina / Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa / Qualitative research methods	Explore research in ob from a qualitative perspective	●○○
Métodos quantitativos de pesquisa / Quantitative research methods	Explore research in ob from a quantitative perspective	●●○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	At the end of the course, the student will be able to articulate the role of the most important constructs and theories relevant to Organizational Behavior from seminal work to state-of-the-art articles.	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	Students will be able to explore various methodological ways in which Organizational Behavior is studied	●○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	Students will be able to identify the most relevant topics and recognize topics of research that has potential for the future publication in top journals	●○○
Elaboração de artigos / Development of academic papers	Students will be able to practice article writing and evaluation	●○○
Outros objetivos da disciplina / Other course learning goals:.....		

A descrição completa dos objetivos de aprendizagem do CMCD/AE e outras informações podem ser encontradas em <https://rebrand.ly/cmae-eaesp> (mestrado) e <https://rebrand.ly/cdae-eaesp> (doutorado).

The full description of the CMCDAE objectives, and other related information, may be found at <https://rebrand.ly/cmae-eaesp> (masters) e <https://rebrand.ly/cdae-eaesp> (doctorate).

### CONTEÚDO/METODOLOGIA

1. OB
2. Person-Organization-Environment
3. Motivation
4. Emotions, Affect, and Attitude
5. Ethical Issues at Work
6. Leadership
7. Stress and Conflict
8. Demography and Diversity

Presentation of paper seminars, article discussions, classroom debate

### CRITÉRIO DE AVALIAÇÃO

Seminars 20%  
Group Project 30%  
Individual Project 50%

### BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

#### Class 1- Introduction

Rousseau, D. (1997). Organizational Behavior in the new organizational era. *Annual Review of Psychology*, 48, 515-546.

Hitt et al (2007). Building theoretical empirical bridges across levels: Multilevel research in management. *Academy of Management Journal*, 50 (6): 1385-1399.

Locke, K. & Golden-Biddle, K. (1997). Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies. *Academy of Management Journal*, 40(5): 1023-1062.

Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31, 386-408.

#### Class 2 - Person-Organization Environment

Chatman, J.A. (1989). Improving interactional organizational research: A model of personorganization fit. *Academy of Management Review*, 14, 333-349.

Kenrick, & Funder, D. (1988). Profiting from controversy: Lessons from the person-situation debate. *American Psychologist*, 43: 23-34.

Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40, 437-453.

Staw, B.M., Bell, N., & Clausen, J. (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly*, 31, 56-77.

#### Class 3 - Motivation

Latham, G. P & Pinder, C. C. (2005). Work Motivation Theory and Research at the Dawn of the Twenty-First Century. *Annual Review of Psychology*, 56, 485-516.

Steers, R. M, Mowday, R. T, & Shapiro, D. L. (2004). Introduction to special topic forum: The future of work motivation theory. *Academy of Management Review*, 29, 379-387. (Also skim through other articles in this special topic volume.)

Grant, M. 2007. Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32,393-417.

Higgins, E.T. 1997. Beyond pleasure and pain. *American Psychologist*, 52(12), 1280-1300.

#### **Class 4 – Emotion, Affect, Attitude**

Weiss, H., & Cropanzano, R. 1996. Affective events theory: A theoretical discussion of the structure, causes, and consequences of affective experiences at work. *Research in organizational behavior*, Vol. 18, 1-74.

Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, 47, 644-675.

O'Reilly, C. and Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification and internalization on pro-social behavior. *Journal of Applied Psychology*, 3, 492-499.

Lazarus, R. 1982. Thoughts on the relations between emotion and cognition. *American Psychologist*. 37, 1019-1024.

Hogg, M.A., & Terry, D.J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25, 121-140.

#### **Class 5 – Ethical issues at work**

Jones, T.M. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. *Academy of Management Review*, 16, 366-395.

Treviño, L.K. (1986). Ethical decision-making in organizations: A person-situation interactionist model. *Academy of Management Review*, 11 (3): 601-617

Greenberg, J. 2002. Who stole the money, and when? Individual and situational determinants of employee theft. *Organizational Behavior and Human Decision Processes*, 89: 985-1003.

Umphress, E. E., & Bingham, J. B. (2011). When employees do bad things for good reasons: Examining unethical pro-organizational behaviors. *Organization Science*, 22, 621-640.

Stahl, T., Vermunt, R., & Ellemers, N. (2008). For love or money? How activation of relational versus instrumental concerns affect reactions to decision-making procedures. *Journal of Experimental Social Psychology*, 44, 80-94.

#### **Class 6 - Leadership**

Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45, 735-744.

Tepper, B. J., Moss, S., & Duffy, M. K. 2011. Predictors of abusive supervision: Supervisor perceptions of deep-level dissimilarity, relationship conflict, and subordinate performance. *Academy of Management Journal*, 54: 279-294. 19

Meindl, J., Ehrlich, S., & Dukerich, J. (1985). The romance of leadership. *Administrative Science Quarterly*, 30, 78-102.

House, R., Spangler, W., & Woycke, J. (1991). Personality and charisma in the U.S. presidency: A psychological theory of leader effectiveness. *Administrative Science Quarterly*, 36: 364-396.

Schriesheim, C. A., Castro, S. L., & Cogliser, C. C. (1999). Leader-Member exchange (LMX) research: A comprehensive review of theory, measurement, and data-analytic practices. *Leadership Quarterly*, 10: 63-113.

### **Class 7- Stress and Conflict**

Hobfoll et al (2018). Conservation of resources in the organizational context: The reality of resources and its consequences. *The Annual Review of Organizational Psychology and Organizational Behavior*.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512. <https://doi.org/10.1037/0021-9010.86.3.499>

Bakker, A.B. and Demerouti, E. (2007), "The Job Demands-Resources model: state of the art", *Journal of Managerial Psychology*, Vol. 22 No. 3, pp. 309-328.

Podsakoff et al (2007) Challenge and Hindrance Stressors

M. Gloria González-Morales & Pedro Neves (2015) When stressors make you work: Mechanisms linking challenge stressors to performance, *Work & Stress*, 29:3, 213-229.

### **Class 8 - Demography and Diversity**

Tsui, A., Egan, T., & O'Reilly, C. (1992). Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, 37, 549-579.

Jehn, K. A, Northcraft, G. B., & Neale, M. A. Why differences make a difference: A field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly*, 44, 741-763.

Brief, A. P., Dietz, J., Cohen, R. R.; Pugh, S. D., & Vaslow, J. B. (2000). Just doing business: Modern racism and obedience to authority as explanations for employment discrimination. *Organizational Behavior and Human Decision Processes*, 81, 72-97.

Glick and Fiske (2011) Ambivalent Sexism.

## **MINI CV DO PROFESSOR**

Professora Adjunta da EAESP-FGV. Ph.D pela University of Nebraska-Lincoln. Recebeu diversas honrarias acadêmicas, tendo sido premiada como melhor Junior Faculty da Nova School of Business and Economics, indicado a prêmios de melhor artigo em congressos internacionais de destaque como o Academy of Management Meeting. Foi professora na Nova School of Business and Economics em Lisboa. Tem publicações em periódicos internacionais de destaque como *Journal of Management*, *Human Resource Management*, *Journal of Business Ethics*, *Journal of Managerial Psychology*. Seus interesses de pesquisa são liderança e comportamento organizacional em organizações em contextos globais.