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<b>Department</b>	Business
<b>What course are you proposing to collaborate on?</b>	Organizational Behavior – BUS 333
<b>In which semester would you be teaching this class?</b>	Fall 2013
<b>Project Title</b>	Accelerated Scholarly and Applied Research Methods for Organizational Behavior

### Project Proposal (250–500 words)

The goal of my organizational behavior course includes having students become better researchers and users of evidence. To this end, I would like to develop more systematic methods for the instructor and students to better utilize evidence in organizational behavior. In particular, I'm interested in improving scholarly research methods (e.g., peer reviewed journals) and improving applied research methods (e.g., trade magazines). Most interestingly, I have found students are weak at finding and using applied sources, often because I know the peer reviewed scholarly articles, but applied sources tend to be more idiosyncratic and quality tends to vary considerably.

During the last two semesters I have worked with Joe Middleton to hold classes in the library as part of "library research days." This experience has accelerated my students' ability to conduct research. I would like to further accelerate my students' ability to conduct research in my organizational behavior classes. The following areas I would like to "potentially" focus upon for improvement:

- 1) Development of a course specific research page
- 2) Further integrate library research experiences into my class meeting times
- 3) Develop a process to standardize research for Organizational Behavior students.
- 4) Develop an "audit" system whereby students could get scholarly and non-scholarly articles approved by the librarian prior to using in a class project.
- 5) Potential TA training related to research methods for ongoing class research support.
- 6) Develop research techniques for the instructor. For example, I'm interested in creating alerts in Business Source Elite to track "industry articles" that I can add to my classroom teaching. In other words, I would be interested in exploring other standard research approaches to keep current on content, particularly applied content. Again, I'm familiar with scholarly sources, less so with applied sources.
- 7) Develop resources for original research. For example, I have the student conduct interviews. It would be helpful if sources on "how to conduct" semi-structured interviews were made available to students.
- 8) Develop a focus upon industry research in my class. Therefore, I may split the class into different "vertical" industry groups (e.g., Banking, Healthcare) to discuss how each of our "horizontal topics" (e.g., leadership) are impacted by these verticals. I would like to plan with the library best sources and approaches to adding vertical foci to my class.

### Anticipated Benefits

- 1) I anticipate students will become proficient at research much earlier in the semester. Currently, they don't really get good at research until the end of the semester.
- 2) Improved quality of research.
- 3) Improved enjoyment of the class, as finding research will no longer be an impediment.

### Course Description/Syllabus

Organizational Behavior is the study of individuals and groups within the context of the organization. Individual, interpersonal, group, and intergroup behavior will be thoroughly examined. The specific subject areas the class will

explore include group processes, decision-making, motivation, leadership, organizational culture, power and politics, conflict and negotiation, and communication. Particular emphasis will be placed on relevant and important issues facing organizations today.

#### Course Objectives:

1. To become an evidence-based manager, capable of modeling, testing, and using evidence to make better decisions related to people management. (ref: lo1 & 2)
2. Apply evidence-based approach to selected content areas including, but not limited to:
  - a. The concept of culture in both organizational and global contexts. (ref: lo6)
  - b. The process of group formation and development, and to understand both the distinction between group and team and how teams can be fostered. (ref: lo7)
  - c. The need for creativity in teams, how conflict can be both desirable and destructive in organizations, and the linkage between constructive conflict and creativity. (ref: lo2)
  - d. The process of decision making in organizations and to develop skills in their use. (ref: lo7)
  - e. The basics of job design, organizational structure, and the trade-offs involved in their development. (ref: lo1)
  - f. The role of power, politics, management and leadership in organizations and, through classroom activities, to foster leadership ability. (ref: lo7)
3. Strengthen oral and written communication skills. (ref: lo4)