

## MBA and M.Sc. Courses

### 1243.3552.01 – Giving: Pro-social Behavior & Managerial Effectiveness

(Prerequisites: Organizational Behavior)

Second Semester – 2016

Section	Day	Hour	Classroom	Exam date	Lecturer	Email	Telephone
01	Tuesday	18:45-21:30 (First half)	TBA	TBA	Prof. Bamberger Peter	<a href="mailto:peterb@post.tau.ac.il">peterb@post.tau.ac.il</a>	

Teaching Assistant (TA): TBA

Office Hours: By appointment

#### Course Units

1 course unit = 4 ECTS units

The ECTS (European Credit Transfer and Accumulation System) is a framework defined by the European Commission to allow for unified recognition of student academic achievements from different countries.

#### Course Description

Taking an evidence-based approach, this course examines the nature, causes and consequences of pro-social behavior (i.e., “giving”) in organizations. Focusing on concepts such as organizational citizenship behaviors (OCB), helping and help-seeking, the course will examine the determinants of a giving approach by individuals and as an organizational culture. It will also examine how the adoption of such an approach can promote individual effectiveness and career success as well enhance the profitability of the firm. A central focus will be on help-seeking: what it is, what promotes and prevents it, and how it plays a key role in driving giving in organizations.

#### Course Objectives

The main objectives of the course are:

- To understand the antecedents and consequences of help seeking
- To understand the antecedents and consequences of helping behaviors

- To sensitize students to performance-related outcomes that go beyond job tasks themselves.
- To offer students an understanding as to how, as organizational leaders, they can pursue excellence by promoting pro-social organizational behavior.

## Evaluation of Student and Composition of Grade

Percentage	Assignment	Date	Group Size
40	Final Exam		
60	Final paper	June 1	3-4

- Final exam (40%): The exam will focus primarily on the assigned readings (namely the 14 readings noted with \* on the reading list), although some questions will demand assess students' ability to synthesize research findings reported in the readings with ideas discussed in class. The exam will consist of 20 multiple choice questions and will be given in the last hour of the final class session.

\* According to University regulations, participation in all classes of a course is mandatory (Article 5).

\* Students who absent themselves from classes or do not actively participate in class may be removed from the course at the discretion of the lecturer. (Students remain financially liable for the course even if they are removed.)

## Course Assignments

Final Paper: Students will work in teams of 3-4 persons to write a paper of no more than 12 pages (double-spaced, 12 point Times New Roman Font) in length. The paper should be written as a detailed proposal to management describing an intervention aimed at boosting pro-social behavior in the organization. In the paper, students need to make a convincing, EVIDENCE-BASED argument why boosting pro-social behavior will be beneficial for the firm, and why their intervention should be effective in generating such behavior. Criteria for grading are:

- Comprehensiveness and quality of the review of relevant scientific research supporting why the intervention should drive a particular form of pro-social behavior.
- Comprehensiveness and quality of the review of relevant scientific research supporting why the particular form of pro-social behavior should impact firm performance.
- Logical flow of the argument
- Quality of presentation: Degree to which it is written in a form that managers can understand.

Students who are unable to complete an assignment or course requirement must notify the TA of the course in advance via email

## Grading Policy

In the 2008/9 academic year the Faculty instituted a grading policy for all graduate level courses that aims to maintain a certain level of the final course grade. Accordingly, the final average grade for this course (which is a core course) will be in the range 78-82%.

Additional information regarding this policy can be found on the Faculty website -

<http://recanati.tau.ac.il/masters/yedion/2015-16/mba-rules-tests>

## Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey to evaluate the instructor and the course, to provide feedback for the benefit of the students, the teachers and the university.

## Course Site (Moodle)

The course site will be the primary tool to communicate messages and material to students. You should check the course site regularly for information on classes, assignments and exams, at the end of the course as well.

Course material will be available on the course site.

Please note that topics that are not covered in the course material but are discussed in class are considered integral to the course and may be tested in examinations.

## Course Outline\*

**NOTE: Readings in bold are REQUIRED and may be cover in the exam.**

Week	Date	Topic(s)	Required Reading
1		Introduction: On Pro-Social Behavior and OCB	<ul style="list-style-type: none"><li>• <b>Penner, L.A., Dovidio, J.F., Piliavin, J.A. and Schroeder, D.A. (2005) 'Prosocial behavior: Multilevel perspectives', <i>Annual Review of Psychology</i>, 56: 365–392.</b></li><li>• <b>LePine, J. A., Erez, A., &amp; Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. <i>Journal of Applied Psychology</i>, 87, 52-65.</b></li><li>• Organ, D.W. (1997) 'Organizational citizenship behavior: It's construct clean-up time', <i>Human Performance</i>, 10 (2): 85–97.</li><li>• Dekas, K., Bauer, T., Welle, B., Kurkoski, J., &amp; Sullivan, S. (2013). Organizational Citizenship Behavior, Version 2.0: A Review and Qualitative Investigation of OCBs for Knowledge Workers at Google. <i>The Academy of Management Perspectives</i>, 27, 219-237.</li></ul>

Week	Date	Topic(s)	Required Reading
2		OCB Consequences: The Good...	<ul style="list-style-type: none"> <li>• <b>MacKenzie, S.B., Podsakoff, P.M. and Fetter, R. (1993)</b> 'The impact of organizational citizenship behavior on evaluations of salesperson performance', <i>Journal of Marketing</i>, 57 (1): 70–80.</li> <li>• <b>Chen, X.P, Chun, H., &amp; Seago, D.J. (1998).</b> The role of organizational citizenship behavior in turnover: Conceptualization and preliminary tests of key hypotheses. <i>Journal of Applied Psychology</i>, 83 (6): 922–931.</li> <li>• <b>Grant, A.M. &amp; James W. Berry, J.W. (2011).</b> The Necessity of Others is The Mother of Invention: Intrinsic and Prosocial Motivations, Perspective Taking, and Creativity, <i>Acad Manage J.</i>, 54, 73-96.</li> <li>• <b>Bachrach, D.G., Powell, B.C., Collins, B.J. and Richey, R.G. (2006)</b> 'Effects of task interdependence on the relationship between helping behavior and group performance', <i>Journal of Applied Psychology</i>, 91 (6): 1396–1405.</li> <li>• <b>Podsakoff, P.M., Ahearne, M. and MacKenzie, S.B. (1997)</b> 'Organizational citizenship behavior and the quantity and quality of work group performance', <i>Journal of Applied Psychology</i>, 82 (2): 262–270.</li> <li>• <b>Li-Yun Sun, L.Y., Aryee S. &amp; Law, K.S., (2007).</b> High-Performance Human Resource Practices, Citizenship Behavior, and Organizational Performance: A Relational Perspective. <i>Academy of Management Journal</i>, 50: 558-577.</li> </ul>
3		OCB Consequences: And the Bad!	<ul style="list-style-type: none"> <li>• <b>Bolino, M.C. and Turnley, W.H. (2005)</b> 'The personal costs of citizenship behavior: The relationship between individual initiative and role overload, job stress, and work-family conflict', <i>Journal of Applied Psychology</i>, 90 (4): 740–748.</li> <li>• <b>Bergeron, D. (2007).</b> The Paradox of Organizational Citizenship Behavior: Good Citizens at What Cost? <i>Academy of Management Review</i>, 32: 1078-1095.</li> </ul>
4		OCB Antecedents	<ul style="list-style-type: none"> <li>• <b>Anderson, S. E., &amp; Williams, L. J. 1996.</b> Interpersonal, job, and individual factors related to helping processes at work. <i>Journal of Applied Psychology</i>, 81(3): 282-296.</li> <li>• <b>Kamdar, D. and Van Dyne, L. (2007)</b> 'The joint effects of personality and workplace social exchange relationships in predicting task performance and citizenship performance', <i>Journal of Applied Psychology</i>, 92 (5): 1286–1298.</li> <li>• <b>Ilies, R., Scott, B.A. and Judge, T.A. (2006)</b> 'The interactive effects of personal traits and experienced states on intraindividual patterns of citizenship behavior', <i>Academy of Management Journal</i>, 49 (3): 561–575.</li> <li>• <b>Grant, A. M. (2007).</b> Relational job design and the motivation to make a prosocial difference. <i>Academy of Management Review</i>, 32(2), 393-417.</li> <li>• <b>Ilies, R., Nahrgang, J. and Morgeson, F.P. (2007)</b> 'Leader–member exchange and citizenship behaviors: A meta-analysis', <i>Journal of Applied</i></li> </ul>

Week	Date	Topic(s)	Required Reading
			<p><b><i>Psychology, 92 (1): 269–277.</i></b></p> <ul style="list-style-type: none"> <li>• Ng, K.Y. and Van Dyne, L. (2005) 'Antecedents and consequences of helping behavior in work groups', <i>Group &amp; Org.Management</i>, 30 (5): 514–540.</li> </ul>
5		Employee Help-seeking: Nature, Dimensionality and Antecedents	<ul style="list-style-type: none"> <li>• Bamberger, P.A. (2009). Employee help-seeking: Antecedents, consequences, and new insights for future research. <i>Research in Personnel and Human Resource Management, 28</i>, 49-98.</li> <li>• Flynn, F. &amp; Lake, V. (2008) <b>If You Need Help, Just Ask: Underestimating Compliance with Direct Requests for Help.</b> <i>Journal of Personality and Social Psychology; Vol 95, 128-143.</i></li> <li>• Lee, F. (1997). <b>When the going gets tough, do the tough ask for help? Help seeking and power motivation in organizations.</b> <i>Organizational Behavior and Human Decision Processes, 72(3): 336-363.</i></li> <li>• Hofmann, D. A., Lei, Z., &amp; Grant, A. M. (2009). Seeking help in the shadow of doubt: The sensemaking processes underlying how nurses decide whom to ask for advice. <i>Journal of Applied Psychology, 94(5), 1261-1274.</i></li> </ul>
6		Employee Help-seeking: The Consequences	<ul style="list-style-type: none"> <li>• Morrison, E. (1993). <b>Newcomer Information Seeking: Exploring Types, Modes, Sources, and Outcomes.</b> <i>Academy of Management Journal, 36, 557-589.</i></li> <li>• Nadler, A., Ellis, S., &amp; Bar, I. (2003). To seek or not to seek: The relationship between help seeking and job performance evaluations as moderated by task-relevant expertise. <i>Journal of Applied Social Psychology, 33, 91-109.</i></li> <li>• Nahum-Shani, I. &amp; Bamberger, P. (2011). Explaining the variable effects of social support on work-based stressor–strain relations: The role of perceived pattern of support exchange. <i>Organizational Behavior and Human Decision Processes, 114, 49-63.</i></li> <li>• Mueller, J.S., &amp; Kamdar, D. (2011). <b>Why seeking help from teammates is a blessing and a curse: A theory of help seeking and individual creativity in team contexts.</b> <i>Journal of Applied Psychology. 96(2):263-76.</i></li> <li>• Halbesleben, J. R. B., &amp; Wheeler, A. J. (In Press). <b>To invest or not? The role of coworker support and trust in daily reciprocal gain spirals of helping behavior.</b> <i>Journal of Management.</i></li> </ul>
7		Guest Lecture on Organizational Giving/Social Entrepreneurship; Course Review	<ul style="list-style-type: none"> <li>• Dacin, M. T., Dacin, P. A., &amp; Tracey, P. (2011). Social entrepreneurship: A critique and future directions. <i>Organization Science, 22(5), 1203-1213.</i></li> </ul>

\*Subject to change