Required Reading
Please see the assigned materials list for each week.

Course Description
The purpose of this course is to provide you with a detailed overview of job attitudes and associated work behaviors, focusing on methodological issues as well as historical and contemporary theoretical perspectives. Specific topics covered include attitude measurement, implicit versus explicit attitudes, values, job satisfaction, commitment, withdrawal, and citizenship and counterproductive behaviors.

Course Objectives
By the end of this course, students should be able to:
(1) Explain and critically evaluate major concepts and theories related to attitudes and values in the workplace;
(2) Describe and critique various research methodologies used in studies related to workplace attitudes and values; and
(3) Propose research studies with innovative methodology that make significant contribution to the understanding of how attitudes and values relate to critical work behaviors.

Grading Criteria
1. Participation (20%)
   During class, you should be prepared to discuss the reading materials. We will focus the discussion on (a) theoretical framework, (b) study design, (c) methodology, and (d) empirical findings, and (e) research and practical implications, of the assigned articles. A portion of your grade reflects your active, high-quality participation and discussion of the articles in class.

2. Group discussion leader (20%)
   Each meeting, one class member will be responsible for leading a class discussion of the assigned reading material. The primary goals of the group leader are to focus the class discussion and encourage debate around the assigned readings. Group leaders should NOT simply summarize the readings for the class (after all, we’ve all read the articles). Instead, the group leaders should keep the discussion going by asking thought provoking questions and commenting on the readings as necessary. Group leadership will be assigned for each week of class on the first class meeting.
3. **Class paper (60%)**

   Students will either work individually or in pairs on a paper concerning a topic covered in this class. The goal of this assignment is to produce a professional quality scientific research paper. While all papers must be focused squarely on a topic that is covered in this course, they can follow on one of three formats:

   (a) a research proposal of an empirical study that could be submitted to a funding agency of your choice;
   (b) a theoretical paper in which a new conceptual framework is proposed for integrating and discussing the literature on a topic (similar to what would be found in *Journal of Management Review* Issue or *Academy of Management Review*); or
   (c) an original empirical paper that presents an entire study that may be based on a research proposal developed in another course (but not your thesis or dissertation), but is related to the content of this course and is at least partially conducted during the current semester.

   The goal of option A is to create a proposal that is ready to be submitted to the funding agency to be reviewed by the end of the semester. Options B and C are designed to create a paper that is ready to be submitted to a journal for review by the end of the semester.

   The development of this paper will follow steps:

   First, you need to select your paper format and topic and provide a brief description (a single-spaced page) of your general idea to me as soon as possible, but no later than the start of class on **28th January**. If you choose option A, please also include some information about the target funding agency and mechanism. Paper topics cannot be duplicated and will be approved on a first come basis. I encourage you to turn in your summary ASAP so that you end up with a topic that is of interest to you.

   Second, you will develop a “hook” section for your paper – this is the overall framing of your paper/proposal, the key research question to be addressed, the theoretical foundation that you will use to guide your study, and the contribution you intend to make to the literature. We’ll have discussion about what this would look like during the first few classes of the semester. If you choose option A, this hook section should be structured based on the funding agency requirement (e.g., specific aims for NIH, project summary for NSF). If you choose option B or C, this hook should be about 5-7, double-spaced pages if you choose options B and C. Please submit your hook section by the class on **18th February**. This hook section is worth 10% of your final grade.

   Third, building on your hook section, please submit a detailed outline that clearly describes what you will include in your paper. The structure of this outline should be clear and comprehensive. For example, if you choose option C for an empirical paper, then I would expect an outline that includes all the sections of a typical empirical paper in your discipline, such as the literature review, hypotheses, method, results, and discussion, in your outline. The format or style of the outline doesn’t matter as much. So the outline can be presented in bullet points, incomplete sentences, paragraphs, or whatever format that suits your writing style. The key is that I need to be able to judge whether or not the logic of the arguments to be made in the final paper are flowing clearly and whether there is potential for the paper to meaningfully contribute to the literature. This outline is due in class on **17th March**, and is worth 15% of your final grade.
Fourth, a complete paper that corresponds to one of the three formats described above is expected. The final paper is due on Monday 27th April. Additionally, each author or author team will briefly present an overview of your paper to the class. The presentation should be between 10-15 minutes, and include the essence of your paper. The presentation is worth 10% of your final grade, and the written paper is worth 25% of your final grade.

Final Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A (4.0)</td>
<td>90% and above</td>
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<tr>
<td>B+ (3.5)</td>
<td>85 – 89%</td>
</tr>
<tr>
<td>B (3.0)</td>
<td>80 – 84%</td>
</tr>
<tr>
<td>C+ (2.5)</td>
<td>75 – 79%</td>
</tr>
<tr>
<td>C (2.0)</td>
<td>70 – 74%</td>
</tr>
<tr>
<td>D (1.0)</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F (0.0)</td>
<td>59% and below</td>
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Make-up Policy
All assignments must be completed when scheduled. Unless prior permission has been obtained, NO late or makeup assignments or tests will be accepted or given. Permission may be granted for those who contact the instructor prior to the scheduled date, and provided her with valid documentation related to the absence either before or after the absence.

Attendance
Attendance is not mandatory but strongly encouraged, and it will influence your participation grade. You are expected to be aware of any changes in dates of assignment. Ignorance will not be accepted as an excuse.

Religious Holiday
The official university policy is as follows:

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith.
The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.
As Michigan State University has become increasingly multicultural, the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.
**Misconduct**

Cheating, plagiarism, or other forms of academic dishonesty will result in failure of the course. The official university policy is as follows:

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

1. claim or submit the academic work of another as one’s own.
2. procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
3. complete or attempt to complete any assignment or examination for another individual without proper authorization.
4. allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
5. alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
6. fabricate or falsify data or results.

**Incomplete Policy**

The official university policy is as follows:

The I-Incomplete may be given only when: the student (a) has completed at least 6/7 of the term of instruction, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor’s judgment can complete the required work without repeating the course.

Provided these conditions are met, the instructor electing to give an I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete. The department or school office gives a copy to the student, and retains a copy for at least one year.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and activity</th>
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| 1: 7th January | Introduction and overview; writing and publishing  
Activity: Bring to class 2-3 your favorite empirical or theory-building articles from high-quality journals in your area/discipline (softcopies are fine). |
| 2. 14th January | Attitudes and values overview                                                      |
| 3: 21st January | Methodological considerations                                                      |
| 4: 28th January | Job satisfaction: Overview, dimensions, and antecedents  
***Brief description of paper topic and format due by class time***  
Discussion leader: |
| 5: 4th February | Job satisfaction: Outcomes and changes  
Discussion leader: |
| 6: 11th February | Commitment and identification  
Discussion leader: |
| 7: 18th February | Exchange and resources  
***Paper hook due by class time***  
Discussion leader: |
| 8: 25th February | Engagement  
Discussion leader: |
| 9: 10th March | Morality and ethics  
Discussion leader: |
| 10: 17th March | Withdrawal  
***Paper outline due by class time***  
Discussion leader: |
| 11: 24th March | Withdrawal  
Discussion leader: |
| 12: 31st March | Organizational citizenship behavior  
Discussion leader: |
| 13: 7th April | Organizational citizenship behavior  
Discussion leader: |
| 14: 14th April | Counterproductive behavior  
Discussion leader: |
| 15: 21st April | SIOP preparation and travel – no class  
 ***Paper due by Monday 27th April 5pm*** |
| 16: 28th April | Presentation  
***Paper due by Monday 27th April 5pm*** |
Week 1: 7th January

Introduction; writing and publishing


Week 2: 14th January

Attitudes and values


Additional readings:


Week 3: 21st January

Methodological considerations


Additional readings:


Week 4: 28th January

Job satisfaction: Overview and dimensions, and antecedents


Additional readings:


Week 5: 4th February

Job satisfaction: Outcomes and changes


Additional readings:


Week 6: 11th February

Commitment and identification


Additional readings:


Week 7: 18th February

Exchange relationships


Additional readings:


Week 8: 25th February

Engagement


Additional readings:


Week 9: 10th March

Morality and Ethics


Additional readings:


**Week 10: 17th March**

**Withdrawal: Overview and absenteeism**


**Additional readings:**


Week 11: 24th March

Withdrawal: Turnover


Additional readings:


Week 12: 31st March

Organizational citizenship behavior: Predictors


Additional readings:


Week 13: 7th April

Organizational citizenship behavior


Additional readings:


Counterproductive behavior


Additional readings:

