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RB 731: Research and Techniques for Development of Work Effectiveness
Behavioral Science Research Institute, Srinakharinwirot University
Semester 2, Academic Year 2021 (BE 2564)

Section 1: General Information

1. **Course Code and Course Title**
   วป 731   **การวิจัยและกลวิธีเทคนิคในการพัฒนาบุคคล**
   และกลุ่มเพื่อประสิทธิผลของงาน
   RB 731   Research and Techniques for Development of Work Effectiveness

2. **Number of credits**
   3(3-0-6)

3. **Program of study and Type of course**
   Program: Doctoral Program in Applied Behavioral Science Research
   Type of course: Elective course

4. **Course Coordinator and Instructors**
   Course Coordinator: Asst. Prof. Dr. Kanu Priya Mohan

   Course Instructors:

No.	Name	Email
1.	Asst. Prof. Dr. Kanu Priya Mohan	kanum@g.swu.ac.th
2.	Asst. Prof. Dr. Yutthana Chaijukul	yuttanac.swu@gmail.com
3.	Asst. Prof. Dr. Polthep Poonpol	p.poonpol@gmail.com

5. **Semester/ Level of study**

   Semester: 2nd semester, 2021

   Level of study: 1st year students, PhD by course work

6. **Pre-requisite**   None

7. **Co-requisite**   None

8. **Venue of study**

   Online platforms (MS Teams/ Google Meet/ Zoom); Every Wednesday 9.00-12.00 hours

9. **The most recent date on which the course syllabus was developed or adjusted**

   10 January 2022

Section 2: Purposes and Objectives
1. Course Learning Objectives
   1. CLO1: To analyze and synthesize behavioral science knowledge about the concepts and factors affecting work effectiveness. [ELO 1]
   2. CLO2: To understand and assess the appropriateness of various research methods that are applied for the development of work effectiveness at individual, groups, and organizational levels. [ELO 2]
   3. CLO3: To identify and evaluate techniques for the development of work effectiveness in the context of a workplace that can be applied at individual, group, and organizational levels. [ELO 2,3]
   4. CLO4: To design and conduct a research project to study the factors affecting work effectiveness in an organization, that shows original contribution to behavioral sciences knowledge and research, and is conducted in an ethical manner. [ELO 2,3,4]

5. CLO5: To demonstrate academic skills, specifically in communication and application of ICT, related to the course content in group discussions, in oral presentations of student's assigned / research work, in writing academic reports and research articles. [ELO 3,4]

2. Purposes of course development/ revision

Revisions in this course are based on the students' evaluation report, feedback to the course coordinator and curriculum requirements. Specifically, the course instructors would work with students to assess their personal needs for developing the group research interest.

Section 3: Aspect and Process

1. Course Descriptions

Study research designs and research works to evaluate the causes, processes, and outcomes of work effectiveness among individuals and groups; analyze and synthesize the factors at individual, group and organization levels, as well as study techniques to develop work effectiveness at multi-levels.

2. Teaching Hours per Semester (hours)

Lecture	Practice	Case Study	Problem based Learning	Self-study
48	0	0	0	90

3. Linkages of the course learning outcomes (CLOs) with the expected learning outcomes (ELOs) and SAR-AUNQA skills of the curriculum.

Expected Learning Outcomes (ELO)	CLO1	CLO2	CLO3	CLO4	CLO5	SAR-AUNQA skills
ELO1: Be able to analyze and synthesize concepts, theories, and research methods to create new knowledge in behavioral science.	●					*1.Specific Skills*: Cognitive/ intellectual skills (1,2,3) *2.Generic skills*: Communication (1,2) *3.Knowledge*: (1,2)
ELO2: Be able to assess and use judgment to examine various types of research to propose solutions and develop individuals and society.		●	●	●		*1.Specific Skills*: -Cognitive/ intellectual skills (1,2,3,4) -Research skills (1,2) *2.Generic skills*: -Communication (1,2) *3.Knowledge*: (1,2)
ELO3: Be able to create consistent research and innovation in alignment with the needs of society and country.			●	●	●	*1.Specific Skills*: -Cognitive/ intellectual skills (1,2,3) -Research skills (1,2) *2.Generic skills*: -Communication (1,2,3,4) -Management (1, 2) *3.Knowledge*: (1,2,3,4,5,6)
ELO4: Be a leader in building research teams to answer social problems.				●	●	*1.Specific Skills*: -Cognitive/ intellectual skills (1,2,3) -Research skills (8) *2.Generic skills*: -Communication (1,2,3,4) *3.Knowledge*: (6)

4. Number of hours per week for academic advice and guidance to an individual student

-All instructors can be contacted for academic guidance/ meeting online by making appointments.

-An online group for the subject will be created using LINE application on smartphones. All instructors and teachers will be encouraged to use this for communication purposes regarding this course.

Section 4: Development of Students' Course Learning Outcomes

Course Learning Outcome	Teaching Methods	Evaluation Methods
CLO1: To analyze and synthesize behavioral science knowledge about the concepts and factors affecting work effectiveness.	-A formal framework for the course will be used to explain overall objectives. -Lectures, class activities, group discussion, power-point presentations; and supplementary teaching materials shared on MS Teams.	-Attendance and classroom participation - Review of submitted assignments on time -Pre and post-test exams - Quantitative assessment by teachers for Individual assignments. -Qualitative assessment of overall class behavior.
CLO2: To understand and assess the appropriateness of various research methods that are applied for the development of work effectiveness at individual, groups, and organizational levels.	-Lectures, class activities, group discussion, power-point presentations; and supplementary teaching materials shared on MS Teams.	Group work, individual assignments, individual term paper, group project work and final assessments. - Qualitative assessment of overall class behavior.
CLO3: To identify and evaluate techniques for the development of work effectiveness in the context of a workplace that can be applied at individual, group, and organizational levels.	-Lectures, class activities, group discussion, power-point presentations; supplementary teaching materials shared on MS Teams; and student research work. - Collaborative learning, teamwork for group research project and assignments.	-Quantitative & qualitative assessment by teachers for class assignments, *Individual term paper*, and *Group research project*.
CLO4: To design and conduct a research project about enhancing to study the factors affecting work effectiveness in an organization, that shows original contribution to behavioral sciences and is conducted in an ethical manner.	-Research-based learning wherein the students develop a research project, collect data and present findings. -Group activities, power-point presentations, and class-based feedback.	-Quantitative assessment by teachers for Individual term paper, and Group project work. -Qualitative assessment of students' ability to design and conduct research under the ethical guidelines of research. -Software supported investigation into possible plagiarism.
CLO5: To demonstrate academic skills, specifically in communication and application of ICT, related to the course content in group discussions, in oral presentations of student's assigned / research work, in writing academic reports and research articles.	-Research-based learning wherein the students develop a research project, collect data and present findings. -Group activities, power-point presentations, supplementary teaching materials, and class-based feedback. -Enable students to use various statistical techniques for research data analysis; encourage using IT and MS Teams platform to share their work.	-Quantitative & qualitative assessment by teachers for Individual term paper, and Group project work. - Quantitative assessment by teachers for class-based assignments. - Quantitative & qualitative by teachers and peers for presentations. -Student's reflective assessment: After action review

Section 5: Teaching and Evaluation Plans

1. **Teaching Plan:** Every Wednesday (9.00-12.00 hours)

Class/ Week	Topics	CLOs	Teaching methods & Learning activities	Materials (Online @ MS Teams)	Instructor
1& 2 19.1.22	Introduction, pre-test and students need assessment. Work effectiveness: concepts and measurements	CLO1	Informative session. Lecture, class discussion and individual reflection	TQF 3, & Survey. Class PowerPoint and reference materials	Dr. Kanu
3 26.1.22	Psychological factors: research and techniques for work effectiveness	CLOs 1&2	Lecture and class discussion	Class PowerPoint and reference materials	Dr. Kanu
4 2.2.22	Cognitive factors: research and techniques for work effectiveness	CLO1	Lecture and class discussion	Class PowerPoint and reference materials	Dr. Kanu
5 9.2.22	Research methods in organizations for work effectiveness	CLOs 1&2	Lecture and class discussion	Class PowerPoint and reference materials	Invited expert- Dr. Dusadee
6 16.2.22 Holiday*	Person – Environment Interaction: Implications for Work Effectiveness	CLOs 1&2	Lecture and class discussion	Class PowerPoint and reference materials	Dr. Kanu
7 23.2.22	Work group process and development for work effectiveness	CLOs 1&2	Lecture and class discussion	Class PowerPoint and reference materials	Dr. Polthep
8 2.3.22	Leadership and development for work effectiveness	CLOs 1&2	Lecture and class discussion	Class PowerPoint and reference materials	Dr. Yutthana
9 9.3.22	Organizational conflict: management and development for work effectiveness	CLOs 1&2	Lecture and class discussion.	Class PowerPoint and reference materials	Dr. Yutthana
10 16.3.22	Organizational change, Organizational Creativity & Innovation for work effectiveness	CLOs 1&2	Lecture and class discussion	Class PowerPoint and reference materials	Dr. Yutthana
11 23.3.22	Submission and Presentation of proposal- Group Research Project *Submit proposal -Individual term paper* *	CLOs 3,4&5	Students' group presentation (Instructors' Feedback)	Classroom presentation by students. Email assigned work.	**RB731**-Dr. Kanu, & Dr Yutthana + **RB711**- Dr. Numchai & Dr. Kanchana
12 30.3.22	Work Design for work effectiveness	CLOs 1&2	Lecture and Class discussion	Teaching materials and apps using online platform @ MS Teams	Dr. Kanu
13 6.4.22 Holiday*	Stress and Stress Management, Coping and Resilience.	CLOs 1,2,3 &5.	Seminar method and class-based activities	Class PowerPoint and reference materials	Dr. Kanu
14 13.4.22 Holiday*	Learning Organization, Organizational Learning, Knowledge Management, and Organizational Development.	CLOs 1&2	Lecture, Class discussion and class activities	Class PowerPoint and reference materials	Dr. Kanu
15 20.4.22	Oral presentation of Group Research Project & submission of written paper.	CLOs 3,4&5	Group presentations (Feedback- Instructors & Peers)	Classroom presentation by students. Email assigned work.	**RB731**-Dr. Kanu, & Dr Yutthana + **RB711**- Dr. Numchai & Dr. Kanchana

Class/ Week	Topics	CLOs	Teaching methods & Learning activities	Materials (Online @ MS Teams)	Instructor
16 27.4.22	Oral presentation of Individual Term papers & submission of individual term paper	CLOs 3&5	Individual presentations (Feedback- Instructors & Peers)	Classroom presentation by students. Email assigned work.	Dr. Kanu & Dr Yutthana,
17	**Final assessment and feedback**				

*Note: The schedule is flexible and subject to change (to adjust for any public holiday or any special event)

2. Student Evaluation

Activities	Matched with Learning Outcomes	Evaluation Methods	Marks
Class attendance/ class participation	CLOs1 & 2 [ELO 1&2]	Class observation and class discussion	10%
Group Research Project in English (research proposal - oral presentation + final project- presentation + written research paper) *(see B.)*	CLOs 3,4 & 5 [ELOs 2, 3, & 4]	Assigned work (marks): proposal (5), proposal presentation (5), final research presentation (15) and written research paper (15)	40%
Individual Term Paper on techniques for individual and group development *(see A.)*	CLOs 3, 4 & 5 [ELOs 2, & 3]	Assigned work (marks): written proposal (5), final term paper (15) and final presentation (10)	30%
Class based written assignments & seminar	CLOs 1, 2, & 3 [ELOs 1, & 2]	Teacher evaluation (10) Seminar (10)	20%

A. **Guidelines for the Individual Term paper**- Techniques for Individual and/ group development for work effectiveness (in English language)
   1. The topic should be about a **technique** to improve work effectiveness at one or all 3 levels- individual, group and organization level.
   2. First submit a written proposal for your term paper to instructors for feedback.
   3. Format for the Written Term Paper-
      a. It should consist of 3 chapters that cover-
         i. Ch 1-introduction & background,
         ii. Ch 2-literature review of the important concepts & theories,
         iii. Ch3- proposed research methodology for applying the technique at work.
      b. References should be listed at the end (use APA 7th edition style for citations and references). See more-
      c. Limit the number of pages to not more than 15.
   4. Give a presentation in the class (10 minutes for presentation+ 5 minutes for Q&A)

B. **Guidelines for the Group Research Project to study Work Effectiveness** (research presentations and research paper in English language)
   1. Select a research problem for improving work effectiveness in an organizational context.
      • The research project should be original, and solutions should be useful and applicable.
      • Should focus on evaluating factors affecting work effectiveness
      • Apply an advance research method (linked with RB 711)
   2. Write and present the research proposal in the class
      a. Written proposal should not more than 5 pages
      b. Content should cover:
         i. Introduction to the research problem
         ii. Brief literature review (include the main factors, and the proposed research framework)
         iii. Proposed research methodology

        iv.   References
    c. Proposal should be submitted before the class presentation
    d. Proposal presentation should not be more than 15 minutes

3. Conduct the actual research in an organization/ workplace.
4. Give a presentation of the completed research project in class (not more than 20 minutes).
5. <u>Format</u>: Submit the written research project in the form of an article/paper (*as published in a Journal*) using APA 7th edition format (not more than 12 pages of content, including references). The article content should include-

    a. Title
    b. Abstract
    c. Keywords
    d. Introduction- including research objectives
    e. Literature review, hypotheses/ research questions, and the research framework
    f. Method- sample, instruments, procedures
    g. Results- main findings should be reported in tables/ figures
    h. Discussion and conclusion
    i. References

> ➢ Note: Published research papers based on <u>Group research projects</u> from previous batches of the students in RB 731 have been published in the *Journal of Behavioral Science* and can be accessed online-

1. Poohongthong, C. et al. (2014). A Study on the Relationships between Ethical Leadership, Work-life Balance, Organizational Socialization, and Organizational Citizenship Behavior of Teachers in Northern Thailand. *International Journal of Behavioral Science*, Vol. 9, Issue 2, 17- 28. Available at https://so06.tci-thaijo.org/index.php/IJBS/article/view/20100/pdf
2. Saetang, J. et al. (2010). Factors Affecting Perceived Job Performance among Staff: A Case Study of Ban Karuna Juvenile Vocational Training Centre for Boys. *The Journal of Behavioral Science*, Vol. 5, No.1, 33-45. Available at https://so06.tci-thaijo.org/index.php/IJBS/article/view/2200/1838

C. **Knowledge Management**: By the end of the course, reports and research articles of the students will be made available for public on the BSRI website. Students are also encouraged to present their research findings at the International Postgraduate Research Colloquium (IPRC) or/ and other local and international conferences.

Section 6: Teaching Materials & Resources

Amabile, T. M. (1983). Social psychology of creativity: A componential conceptualization. *Journal of Personality and Social Psychology, 45*, 997-1013.

Amabile, T. M. (1988). A model of creativity and innovation in organizations. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior*, *10*, 123-167. Greenwich, CT: JAI Press.

Bass, B. M. (1990). *Bass & Stogdill's Handbook of Leadership: Theory, Research and Managerial Applications* (3rd ed). New York: The Free press.

Bass, B.M. (1998). *Transformational Leadership: Industry, Military and Education Impact*. Mahwah, NJ: Lawrence Erlbaum.

Biron, C., Cooper, C. L., & Burke, R. J. (2014). Creating Healthy Workplaces: Stress Reduction, Improved Well-being, and Organizational Effectiveness. Farnham: Routledge. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=645261&site=ehost-live (Available in SWU e-library)

De Janasz, S., Dowd, Karen O, & Schneider, Beth Z. (2015). *Interpersonal skills in organizations* (5th ed., international student ed.). New York: McGraw-Hill. (Available in SWU library)

Gibson, J. (2012). Organizations: Behavior, structure, processes (14th ed., international ed.). Boston: McGraw-Hill/Irwin. (Available in SWU library)

Gordon, J.R. (1991*). A Diagnostic Approach to Organizational Behavior.* Boston: Allyn & Bacon.

Hegar, K. (2012). Modern human relations at work. (11th ed., International ed. / Kathryn W. Hegar.. ed.). Australia: South-Western Cengage Learning. (Available in SWU library)

Houdmont, J., Leka, S. & Sinclair, R.R. (Eds.) (2012). *Contemporary occupational health psychology: global perspectives on research and practice*. Oxford: Wiley-Blackwell. ISBN: 9781119971047

Kozlowski, S. W. J., & Klein, K. J. (Eds.) (2000). *Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions*. San Francisco, CA: Jossey-Bass.

Lewis, R., & Zibarras, L. (Eds.) (2013). *Work and Occupational Psychology: Integrating Theory and Practice*. London: Sage. ISBN: 9781446260708

Luthans, F. (2014). *Organizational Behavior*. (12th ed.). New York: McGraw-Hill.

Newstrom, J. (2015). *Organizational behavior: Human behavior at work* (14th ed., international student ed.). New York: McGraw-Hill Education.

Parker, S., & Wall, T. D. (1998). Job and Work Design: Organizing Work to Promote Well-Being and Effectiveness. Thousand Oaks: SAGE Publications, Inc. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=474485&site=ehost-live (Available in SWU e-library)

Robbins, S.P. and Judge, T.A. (2019). *Organizational Behavior* (18th ed.). NJ: Pearson International edition.

Schultz, D. P. and Schultz, S.E. (2006). *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology* (7th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 10: 0136364659 / ISBN 13: 9780136364658

ยุทธนา ไชยจูกุล. (2553) พิมพ์ครั้งที่ 1. ภาวะผู้นำในองค์การ: ทฤษฎีและตัวอย่างงานวิจัย, กรุงเทพมหานคร

Recommended Journals to review current research related to work effectiveness:
- The Journal of Behavioral Science
- The Journal of Organizational Behavior (JOB)
- The Journal of Organizational Behavior Management
- Research in Organizational Behavior
- Annual Review of Organizational Psychology and Organizational Behavior
- International Journal of Productivity and Performance Management
- Journal of Organizational Effectiveness: People and Performance

Note: Other references and reading materials shall be provided during the class sessions.

Section 7: Evaluation and Improvement of Course Management

1. Strategies for effective course evaluation by students.
   Evaluation of the students' needs with regard to the course contents, course material, class activities, and preferred learning styles

2. Evaluation Strategies in teaching methods.
   Student evaluation using the มศว ปค.003 Evaluation Form and student interview regarding overall satisfaction of the course

3. Improvement of teaching methods.
   Class observation, self-assessment, peer observation and feedback. Evaluation form about the students' needs in regard to course contents, course material, class activities, and preferred learning styles. AAR- after action review.

4. Evaluation of students' learning outcome.
   Examination, class assignments, class participation and attendance.

5. Review and plan to improve the effectiveness of the course.
   End of the semester review of the content and management of the course based on the students' learning outcomes, meetings of the course instructors, and the BSRI committee feedbacks.