M. Phil. Psychology (2019-2020)

M Phil Psychology Semester I		**Internal**	**External**	**Total**
Paper 1	Research Methods and Statistics	20 marks	80 marks	100 marks
Paper 2	Recent Trends in Psychology	20 marks	80 marks	100 marks

M Phil Psychology Semester II		**Internal**	**External**	**Total**
* Student to take any TWO of the following options:				
Option 1	Environmental Psychology	20 marks	80 marks	100 marks
Option 2	Health Psychology	20 marks	80 marks	100 marks
Option 3	Advanced Social Psychology	20 marks	80 marks	100 marks
Option 4	Neuropsychology	20 marks	80 marks	100 marks
Option 5	Clinical Assessment and Diagnoses	20 marks	80 marks	100 marks
Option 6	Social Cognitive Neuroscience	20 marks	80 marks	100 marks
Option 7	Memory	20 marks	80 marks	100 marks
Option 8	Human Resource Metrics and Analytics	20 marks	80 marks	100 marks
Option 9	Leadership and Decision Making in Organizations	20 marks	80 marks	100 marks

Total 400 Marks

A dissertation will also be submitted by the student which will be evaluated by a Board of examiners

M Phil Psychology Semester I
Paper 1 Research Methods and Statistics

60 hours

Learning outcomes

The course is designed to explore the different methods of research in Psychology and teach the essential concepts and techniques of statistics, which enable collection, analysis, and interpretation of data in psychological research. After course completion:

1. Students would be able to select the appropriate method and samples for their research question.
2. They would make informed choices regarding techniques required to analyze particular data sets.
3. They would apply relevant statistical methods to analyze particular data sets.
4. They would interpret results and arrive at correct conclusions from particular data sets

Course content

1. Types of research: Quantitative research; Qualitative research; Mixed methods research (5 hours)
2. Problems and Hypotheses, Levels of significance; Errors in statistical decisions, Bayesian hypothesis testing (5 hours)
3. Methods of Psychology: Descriptive methods, Correlational methods, Experimental methods (5 hours)
4. Constructing the measures for research: Rating scales, Interview schedules, Questionnaires, Ability tests, Experimental tasks (5 hours)
5. Errors in measurement, Establishing the Reliability and Validity of Quantitative Measures, Validity of qualitative and mixed methods research (5 hours)
6. Regression analyses: Simple, linear, stepwise, and logistic regression methods, Regression equation and coefficients – calculation and interpretation (8 hours)
7. Assumptions of ANOVA and their tests, Links of ANOVA with the General Linear Model, t ratio, and multiple regression (5 hours)
8. ANOVA in factorial designs: Independent samples, repeated measures, and mixed designs (8 hours)
9. Planned and post hoc comparisons (Scheffe's, LSD, Newman Keuls, Duncan's, Tukey's), Trend analyses (8 hours)
10. Structural equation modelling: Basic principles, Relation with regression, ANOVA, and factor analyses, Implementing EFA and CFA and interpreting the output (6 hours)

Note: Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate.

Suggested reading

Agresti, A. (2017). Statistical methods for the Social Sciences (5th edition). USA: Pearson.

DeCoster, J. (1998). Overview of Factor Analysis. Retrieved from http://www.stat-help.com/notes.html

Field, A. (2018). Discovering statistics using IBM SPSS Statistics (5th edition). USA: Sage.

Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th edition). USA: Cengage

Kerlinger, F.N. (1986). Foundations of Behavioural Research (3rd edition). USA: Holt, Rinehart & Winston.

Rouder, J. N., Morey, R. D., Verhagen, J., Swagman, A. R., & Wagenmakers, E.J. (2016). Bayesian Analysis of Factorial Designs. *Psychological Methods*. http://dx.doi.org/10.1037/met0000057

Schonbrodt, F.D. & Wagenmakers, E.J. (2018). Bayes factor design analysis: Planning for compelling Evidence. *Psychonomic Bulletin and Review, 25*, 128–142.

M Phil Psychology Semester I
Paper 2 Recent Trends in Psychology

60 hours

Learning Outcomes

The course is designed to give an overview of recent trends in Psychology. The students will:

1. Evaluate biological, cognitive, and cultural factors in personality and behavior on the basis of research studies.
2. Analyse and evaluate empirical research in positive psychology
3. Assess and understand the role of IT and its impact on individuals and society

Course content

1. Emphasis on biological bases of behavior — 12 hours
   - Methods of assessing brain functioning
   - The role of neurotransmitters in health
   - Genetic factors in personality and behavior
2. Importance of cognition in behavior — 12 hours
   - Cognitive factors in emotions and motivation
   - Cognitive factors in personality and psychopathology
   - Theory of mind and social behavior
3. Globalization of behavior — 12 hours
   - Cultural universals
   - Cultural relativism
   - Multiculturalism
4. Positive Psychology — 12 hours
   - Lifestyle choices and health
   - Happiness and well-being
   - Spirituality and religion
5. Psychology and Information Technology — 12 hours
   - Using computers in assessment and testing
   - Use of media – advantages and disadvantages to individuals
   - Social change and media

Suggested reading

Gazzaniga, M.S., Ivry, R.B., &Mangun, G.R. (2018). Cognitive Neuroscience: The biology of the mind. (5th Edition). New York: W.W. Norton.

Groome, D. & Eysenck, M. (2016): An Introduction to Applied Cognitive Psychology (2nd Edition). UK: Psychology Press.

Mayer, R.E, (2019). Computer Games in Education, Annual Review of Psychology, 70(1), 531-549.

Pandey, J., Sinha, D., &Bhawal, D. P. S. (1996). Asian contributions to cross-cultural psychology. London, UK: Sage.

Pressman, S.D., Jenkins, B.N. & Moskowitz, J.T. (2019). Positive Affect and Health: What Do We Know and Where Next Should We Go? Annual Review of Review Psychology, 70(1), 627–50.

Shiraev, E., & Levy, D. (2013). Cross-cultural psychology: Critical thinking and contemporary applications (5th ed.). Boston: Allyn& Bacon.

Smith, P. K., Fischer, R., Vignoles, V. L., & Bond, M. H. (2013). Understanding social psychology across cultures: Engaging with others in a changing world (2nd ed.). Thousand Oaks, CA: Sage.

Webb, L.M. & Wright, K.B. (2010).Computer-Mediated Communication in Personal Relationships. New York: Peter Lang Publishing.

M Phil Psychology Semester II

Option 1 Environmental Psychology

60 hours

Learning outcomes

Environmental psychology focuses on the interplay between individuals and their surroundings. It examines the way in which the natural and built environments shape us as individuals, and in turn, how we influence our environments. Students will:

1. Understand the interdisciplinary nature and methods of Environmental Psychology
2. Evaluate the effects of environments on human welfare
3. Analyze the interplay between people and environments in environmental problems
4. Acquire skills to design and implement programs promoting pro-environment behaviour

Course content

1. Environmental psychology 12 hours
   - History
   - Scope
   - Methods
   - Future trends
2. Environmental influences on human behaviour and well-being 12 hours
   - Environmental stress
   - Urban environments
   - Restorative environments
   - Health benefits of nature
   - Environment and Quality of Life
3. Human influences on the environment 12 hours
   - Positive and negative influences; Sustainable living
   - Environmental degradation
   - Global warming
   - Loss of biodiversity
   - Ecological crisis and collapse
4. Factors influencing environmental behaviour 12 hours
   - Habits and environmental behaviour
   - Values and pro-environmental behaviour
   - Social norms and pro-environmental behaviour
   - Affective and symbolic aspects of environmental behaviour
   - Models to explain environmental behaviour
5. Encouraging pro environmental behaviour 12 hours
   - Environmental issues in developing countries
   - Informational strategies to promote pro-environmental behaviour
   - Encouraging pro-environmental behaviour with rewards and penalties
   - Persuasive appeals to promote pro-environmental behaviour

Suggested reading

Abrahamse, W. (2019).Encouraging Pro-Environmental Behaviour: What Works, What Doesn't. USA: Academic Press.

Devlin, A.S. (2018). Environmental Psychology and Human Well-Being: Effects of Built and Natural Settings. Netherlands: Elsevier.

Dietz, T., Fitzgerald, A., &Shwom, R. (2005).Environmental values. *Annual Review of Environment and Resources*, *30*, 335-372.

Dubash, N. K., Khosla, R., Kelkar, U., &Lele, S. (2018). India and climate change: Evolving ideas and increasing policy engagement. *Annual Review of Environment and Resources*, *43*, 395-424.

Evans, G. W. (2019). Projected behavioral impacts of global climate change. *Annual Review of Psychology*, *70*, 449–74.

Gifford, R. (2013). Environmental Psychology – Principles and Practice (5th ed.). New York: Optimal Books.

Gifford, R. (2014). Environmental psychology matters. *Annual Review of Psychology*, *65*, 541-579.

Gifford, R. (Ed.). (2016). Research Methods for Environmental Psychology. UK: John Wiley and Sons.

Jenkins, W., Berry, E., &Kreider, L. B. (2018).Religion and Climate Change. *Annual Review of Environment and Resources*, *43*, 85-108.

Newell, B. R., McDonald, R. I., Brewer, M., & Hayes, B. K. (2014).The psychology of environmental decisions. *Annual Review of Environment and Resources*, *39*, 443-467.

Scott, B.A., Amel, E.L., Koger, S.M., & Manning, C.M. (2016).Psychology for Sustainability. (4th ed.). USA: Taylor and Francis.

Steg, L., & De Groot, J.I.M. (Eds.). (2018). Environmental Psychology: An Introduction (2nd ed., Kindle). USA: Wiley.

M Phil Psychology Semester II

Option 2 Health Psychology

60 hours

Learning outcomes

The course aims to promote theoretical knowledge and research in health psychology. The students will:

1. Understand the fundamentals, history, and future trends in health psychology
2. Evaluate the role of stress, lifestyles, and behavioural choices in health
3. Analyzeand synthesise research regarding various health problems and their management
4. Acquire knowledge and skills to design and evaluate programs promoting health

Course content

1. Introduction to Health Psychology 10 hours
    - Nature, History, and Scope of Health Psychology
    - Models and current perspectives on health and illness
    - Research methods in health psychology
2. Stress and Health 10 hours
    - Nature and models of stress
    - Sources of stress
    - Measuring Stress
    - Coping and stress management
    - Social support
3. Life styles to enhance health and prevent illness 10 hours
    - Health related behaviour
    - Life styles
    - Risk factors
    - Interdisciplinary perspectives on preventing illness
    - Primary, secondary, and tertiary prevention
4. Pain and its management 10 hours
    - Theories of pain
    - Biopsychosocial aspects of pain
    - Assessing pain
    - Managing and controlling Clinical Pain
5. Health problems 12 hours
    - Chronic illnesses and their management
    - Heart disease
    - Stroke
    - Cancer
    - AIDS
6. Problems in promoting wellness 8 hours
    - Factors within the individual
    - Interpersonal factors
    - Factors in the community
    - Programs for health promotion

Suggested reading

Cohen, S., Murphy, M. L., & Prather, A. A. (2019). Ten surprising facts about stressful life events and disease risk. *Annual Review of Psychology*, *70*, 577–97.

DiMatteo, M.R. & Leslie, R.M. (2017).Health psychology. India: Pearson Education.

Holt-Lunstad, J. (2018). Why social relationships are important for physical health: a systems approach to understanding and modifying risk and protection. *Annual Review of Psychology*, *69*, 437-458.

Pressman, S. D., Jenkins, B. N., &Moskowitz, J. T. (2019). Positive Affect and Health: What Do We Know and Where Next Should We Go?. *Annual Review of Psychology*,*70*, 627–50.

Sarafino, E.P. & Smith, T.W. (2017). Health psychology: Biopsychosocial interactions (9th ed.). USA: Wiley.

Sheridan, C.L. & Radmacher, S.A. (1997). Health psychology: Challenging the Biomedical Model. USA: John Wiley and Sons.

Straub, R.O. (2019). Health psychology: A biopsychosocial approach (6th ed.). UK: Worth Publishers

Taylor, S.E. (2017). Health psychology. (10th ed.). New York, NY: McGraw-Hill Education.

Tomiyama, A.J. (2019). Stress and obesity.*Annual Review of Psychology*,*70*, 703–18.

M Phil Psychology Semester II

Option 3 Advanced Social Psychology

60 hours

Learning Outcomes

This course is designed to promote advanced knowledge and research in Social Psychology. Students will:

1. Understand social behaviour,cognition, and aggression
2. Critically analyse research in conformity, group influence, conflict, and peace making
3. Analyze the role of social psychology in promoting values and behaviours for a sustainable future.

Course content

1. Research Methods in Social Psychology 08 hours
   - Observation
   - Correlational research
   - Experimental research
   - Problems of research and theorizing in the socio-cultural domain
2. Social Cognition 10 hours
   - The impact of schemas on social cognition: Attention, Encoding, Retrieval
   - Heuristic and Automatic Processing: Ways of reducing our effort in social cognition
   - Potential sources of error in social cognition
   - Affect and Cognition
3. Aggression 08 hours
   - Nature
   - Theories
   - Causes and correlates
   - Control
4. Conformity 08 hours
   - Nature
   - Factors affecting conformity
   - Ways to resist social pressure for conformity
5. Group Influence 10 hours
   - Individual vs. Performance in a group
   - Social Facilitation
   - Social Loafing
   - Deindividuation
   - Group Polarization
   - Groupthink
6. Conflict and Peacemaking 08 hours
   - Causes of Conflict
   - Conflict between individual and communal rights
   - Making the social connection
   - Methods for achieving peace
7. Social Psychology and a sustainable future 08 hours
   - Global Crisis
   - Psychology of materialism and wealth
   - Promoting a sustainable future

Suggested reading

Branscombe, N.R., & Baron, R.A. (2017).Social Psychology (14th edition). USA: Pearson
Dalal, A.K. &Misra, G. (2001). (Eds.). Social Psychology. New Delhi: Sage.
Kassin, S., Fein, S., & Markus, H.R. (2016).Social Psychology.(10th edition). USA: Cengage.
Singh, A.K. (2015). Social Psychology. India: Prentice Hall of India.

M Phil Psychology Semester II

Option 4 Neuropsychology

60 hours

Learning Outcomes

The course aims to give advanced knowledge regarding neuropsychology and various neuropsychological disorders. Students will:

1. Explore the nature of neuropsychology and its research methods
2. Understand the process of assessment and diagnoses
3. Explore various brain related disorders and techniques of rehabilitation

Course content

1. Introduction to Neuropsychology 15 hours
   - History, nature, and assumptions of neuropsychology
   - Methods of studying brain and behaviour
   - Ethical considerations in neuropsychology research
2. Assessment in Cognitive and Clinical Neuropsychology 15 hours
   - Neurological assessment
   - Neurological correlates of behavior
   - Differential diagnoses approach
3. Brain related disorders 15 hours
   - Attention Deficit Hyperactivity Disorders
   - Autistic spectrum disorder
   - Intellectual disability syndrome
   - Traumatic brain injuries
   - Epilepsy and seizure disorder
4. Neuro-rehabilitation 15 hours
   - Interventions for functional impairments
   - Mindfulness based therapies
   - Empirically based rehabilitation of neurocognitive disorders
   - Classroom interventions

Suggested Reading

Adolphs, R. and Anderson, D.J. (2018). The Neuroscience of Emotion: A New Synthesis. USA: Princeton University Press.

Denes, G., Semenza, C. and Bisiacchi, P. (2018).Perspectives on Cognitive Neuropsychology. UK: Routledge.

Donders, J. and Hunter, S.J. (2018).Neuropsychological Conditions across the Lifespan. UK: Cambridge University Press.

Koffler, S., Mahone, E.M., Marcopulos, B.A., Johnson-Greene, D.E. and Smith, G. (2019).Neuropsychology: Science and Practice, Volume 3. Oxford: Oxford University Press

Morgan, J.E. and Ricker, J.H. (2018).Textbook of Clinical Neuropsychology. UK: Taylor & Francis.

Reed, J. and Warner-Rogers, J. (2017). Child Neuropsychology: Concepts, Theory, and Practice. USA: John Wiley & Sons.

Semrud-Clikeman, M. (2001). Traumatic Brain Injury in Children and Adolescents: Assessment and intervention. UK: Guilford Press.

M Phil Psychology Semester II

Option 5 Clinical Assessment and Diagnoses

60 hours

Learning outcomes

Students who finish this course will gain:

- An understanding of the processes of assessment diagnoses and treatment planning.
- Knowledge about need based treatment, process, and significance.

Course content

1. Scientific understanding of clinical assessment — 10 hours
    - Defining clinical assessment and its goals
    - History of assessment in clinical psychology
    - Reliability, validity and standardization
    - Errors in assessment
2. Process of psychological assessment — 10 hours
    - Referral
    - Screening
    - Assessment and evaluation
    - Decision making
3. Methods of assessment — 10 hours
    - Observation
    - Clinical Interview
    - Projective techniques
    - Non-projective/self-report
    - Neuropsychological assessment
4. Diagnoses of mental disorder — 10 hours
    - Meaning of diagnoses and its goals
    - Diagnoses and Prognoses
    - Clinical diagnoses and classification
    - Differential diagnoses
    - Interview: Structured and semi-structured
    - Clinical Assessment of Abnormal Behaviour
5. Planning the treatment of mental disorders — 10 hours
    - Planning Treatment
    - Treatment methods
    - Integrative and Eclectic approach
    - Evidence based treatment
6. Issues in assessment and diagnosis — 10 hours
    - Ethical issues in assessment and diagnosis
    - Impact of race, ethnicity, and culture
    - Role of assessment in evidence based practice
    - Problem of Dual Diagnoses

Suggested Reading

Antony, M. and Barlow, D.H. (2010).Handbook of Assessment and Treatment Planning for Psychological Disorders (2nd edition). UK: Guilford Press.

Beidel, D.C. and Frueh, B.C. (2018).Adult Psychopathology and Diagnosis. USA: Wiley.

Corey, G. (2016). Theory and Practice of Counselling and Psychotherapy. USA: Cengage.

Haynes, S.N., Smith, G.T. and Hunsley, J.D. (2011).Scientific Foundations of Clinical Assessment. USA: Routledge.

Hunsley, J. and Lee, C.M. (2018).Introduction to Clinical Psychology. USA: Wiley.

M Phil Psychology Semester II

Option 6 Social Cognitive Neuroscience

60 hours

Learning outcomes

The aim is to study the current research in social cognitive neuroscience. Students will be able to:

1. Understand the amalgamation of different viewpoints in social cognitive neuroscience
2. Apply their understanding of social cognitive neuroscience to enhance processes in real life
3. Design research studies on social cognition

Course content

1. Introduction 15 hours
   - Interdisciplinary nature of social cognitive neuroscience
   - Methods of social neuroscience
   - Evolutionary origins of social behavior
   - Emotion and motivation in the brain
2. Understanding others 15 hours
   - Social and emotional intelligence
   - Representing the minds of others
   - Experiencing the mental states of others
   - Problems with social understanding
3. Understanding oneself 15 hours
   - Recognizing oneself
   - Reflecting on the self
   - Intentional self-Regulation
   - Unintentional self-Regulation
4. Being in a social world 15 hours
   - Imitation, social learning, and mirror neurons
   - Social connection and social rejection
   - Attitudes and prejudices
   - Social decision-making and morality

Suggested reading

Lieberman, M.D. (2013). Social: Why our brains are wired to connect. Oxford: Oxford University Press

Schutt, R.K., Seidman, L.J., &Keshavan, M. (2015). Social Neuroscience: Brain, Mind, and Society. USA: Harvard University Press.

Snyder, R.A. (2016).The Social Cognitive Neuroscience of Leading Organizational Change. USA: Taylor and Francis.

Ward, J.T. (2017). The students' guide to social neuroscience. USA: Taylor and Francis.

M Phil Psychology Semester II

Option 7 Memory

60 hours

Learning outcomes

The aim is to understand memory as an important research area with possible application in myriad facets of life. Students will be able to

1. Understand memory from theoretical as well as practical perspectives
2. Show a critical appreciation of classic as well as contemporary research studies in memory
3. Design experimental studies on memory
4. Apply their understanding of memory in diverse applied settings

Course content

1. Measurement of memory — 12 hours
   - Implicit and explicit measures of memory
   - Tasks and materials used in memory research
   - Testing individual differences in memory
2. The history of research on memory — 12 hours
   - Associationism
   - Behaviourism
   - Functionalism
   - Psychoanalysis
3. Cognitive studies and models of memory — 12 hours
   - The multi store model
   - Working memory
   - Levels of processing
4. The biology of memory — 12 hours
   - In search of an engram
   - Brain regions associated with memory
   - Biochemical factors in memory
5. Applications of memory research — 12 hours
   - Applications in Forensic Psychology
   - Applications in Medicine
   - Applications in Educational Systems
   - Applications in Industry and Organizations

Suggested Reading

Baddeley, A.D., Eysenck, M.W., & Anderson, M.C. (2015).*Memory (2nd Edition).* USA: Psychology Press.

Hergenhahn, B.R. (2019), Introduction to the history of psychology (8th edition), USA: Cengage.

Osaka, N., Logie, R.H., and D'Esposito, M. (Eds.). (2007). *The cognitive neuroscience of working memory.* Oxford: Oxford University Press.

Schacter, D.L. (2001). *The Seven Sins of Memory: How the Mind Forgets and Remembers.* USA: Houghton Mifflin Harcourt.

M Phil Psychology Semester II

Option 8 Human Resource Metrics and Analytics

60 hours

Learning Outcomes

Human resource metrics and analytics is the systematic study of people and processes in the organizations. It involves the systematic collection, analysis, and interpretation of data designed to improve decisions about talent and the organization as a whole. When equipped with metrics that are properly designed and easy to interpret, organizational leaders can make decisions that will not only improve operations, but also create systemic advantages.This course aims to provide students with the following:

1. An in-depth knowledge and application of analytical techniques to evaluate and resolve HR issues (e.g. recruitment, talent management, compensation, retention)
2. Practice analyzing HR related data
3. Insights on some mistakes to avoid when interpreting data, or when assessing reports and interpretations offered by others.
4. Acquisition of knowledge, skill, and ability to use the results of data collection and analyses to tell a story in a compelling manner so that change follows

Course Content

1. HR Analytics in perspective — 15 hours
    - Analytics roles
    - Defining HR Analytics
    - Typical problems
    - Valuing HR Analytics
2. Introduction to HR Analytics — 15 hours
    - Typical data sources, questions, and data issues
    - Connecting HR Analytics to business benefit
    - Techniques for establishing questions
    - Building support and interest
3. Process of data acquisition and analyses — 15 hours
    - Obtaining data
    - Cleaning data
    - Supplementing data
    - Data challenges and tough questions
    - Correlation and causation
    - Making HR data operational
4. Predictive analytics and the organization as a system — 15 hours
    - When to use predictive analysis
    - Importance of innovation
    - Organization design - Process led design
    - Workforce planning
    - Transition management
    - Impact analysis
    - Communication
    - Real time HR Analytics

Suggested reading

Edwards, M. R., & Edwards, K. (2016). Predictive HR Analytics: Mastering the HR Metric. London: Kogan Page.

Lahey, D. (2014). Predicting Success: Evidence-Based Strategies to Hire the Right People and Build the Best Team. USA: Wiley.

Pease, G., & Beresford, B. (2014).Developing Human Capital: Using Analytics to Plan and Optimize Your Learning and Development Investments. USA: Wiley.

Phillips, J., & Phillips, P.P. (2014).Making Human Capital Analytics Work: Measuring the ROI of Human Capital Processes and Outcomes. USA: McGraw-Hill.

Sesil, J. C. (2014). Applying advanced analytics to HR management decisions: Methods for selection, developing incentives, and improving collaboration. Upper Saddle River, New Jersey: Pearson Education.

M Phil Psychology Semester II

Option 9 Leadership and Decision Making in Organizations

60 hours

Learning Outcomes

This course focused on leadership and decision making will enable students to:

1. Analyse the theories and research regarding factors affecting a manager and his functioning in complex modern organizations.
2. Analyse the research regarding decision making in modern organizations.
3. Acquire skills necessary to apply the principles learnt in the course to situations in organizations.

Course content

1. Leadership 30 hours
   - Leaders vs. Managers
   - Classic studies of leadership
   - Traits of a leader
   - Situational approaches to leadership
   - Contemporary approaches to leadership
   - Leader as a motivator
   - The role of leaders in teams
   - Leader as an agent of organizational change and development
   - Training and developing leaders

2. Decision making 30 hours
   - Nature of decision making
   - Decision making in organizations
   - Decision streams
   - Research on decision making
   - Rational decision making
   - Intuitive decision making
   - Biases, errors, and constraints in decision making
   - Participative decision making
   - Decision making in strategic management for competitive advantage

Suggested reading

Luthans, F., Luthans, B.C., Luthans, K.W. (2015). Organizational Behavior: An Evidence-Based Approach, 13th Edition. USA: Information Age.

Robbins, S.P., & Judge T.A. (2018).Organizational Behavior, Student Value Edition (18th Edition). USA: Pearson.

Samuel, L.R. (2018). Future Trends: A Guide to Decision Making and Leadership in Business. USA: Rowman & Littlefield

Scandura, T.A. (2018). Essentials of Organizational Behavior: An evidence based approach. USA: Sage.

Storey, J. (Ed.).(2017). Leadership in Organizations (3rd Edition). New York: Routledge.