

**Berlin Doctoral Program in Economics & Management Science (BDPEMS)
Ph.D. Seminar: Organizational Behavior**

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Objectives

This seminar aims to provide foundation knowledge in the Organizational Behavior (OB) field, including classic and contemporary theories, ongoing controversies, and ground breaking empirical studies. Drawing on multiple disciplines such as psychology, sociology, and communication, this course focuses on behavioral phenomena at and across individual, group/team/departmental, and firm levels, including attitudes, motivation, leadership, emotions, group processes, team effectiveness, creativity, and organizational culture, among others. The course also pays particular attention to different empirical approaches in the OB field, surveying a variety of quantitative and qualitative methods.

Course Reading and Preparation

It is critical to read the required readings before class and spend some time thinking about the implications of the readings, both separately and as a collection. All reading materials are accessible on-line or in the ESMT information center/library. If you have trouble finding the course material, please contact the ESMT librarian to help you.

The recommended readings could be useful for your research papers and further exploration. For these purposes, this recommended reading list is rather extensive.

Most people refer to the key journals in the OB field simply by acronyms; here is a list of acronyms you may not yet be familiar with:

AMJ: Academy of Management Journal
AMR: Academy of Management Review
ASQ: Administrative Science Quarterly
JAP: Journal of Applied Psychology
JOB: Journal of Organizational Behavior
JOM: Journal of Management
JPSP: Journal of Personality and Social Psychology
OBHDP: Organizational Behavior and Human Decision Processes
OS: Organization Science
Psych Bull: Psychological Bulletin
PSPB: Personality and Social Psychology Bulletin
ROB: Research in Organizational Behavior

Course Evaluation

You will be evaluated by the following dimensions for this course:

Class Participation and Contribution	35 %
Critique assignment	15 %
Term paper and presentation	50% (Presentation 15% and Paper 35%)

Class Participation and Contribution (35%)

The success of this course depends on how actively engaged students are. Thus, enthusiastic seminar participation, including critics on assigned topics and contributions to the work of your classmates, will be a central requirement of the course. There are different ways to contribute to the class and develop your scholarly skills:

Active engagement in class discussion. Each student must be prepared to discuss all the required readings for each class session. In general, you should seek a firm understating of the purpose and logic for a given paper. More importantly, you should strive to reach beyond basic reactions to the readings and instead consider the following issues:

- What is the basic formulation of the theory (constructs and relationships among them), and what drives the theory?
- What are the underlying assumptions?
- What is the main contribution of this paper? What are the interesting ideas?
- Do you agree with the argument made? What would it take to convince you?
- What are the boundary spanning conditions of the argument; in other words, under what circumstances does the argument apply and not apply?
- What are the critical differences between this author's argument and others you have read? Can these differences be resolved through an empirical test? What would that study look like?
- How are the data collected? How are variables operationalized? Are these consistent with the theory?
- Are the data analyzed and interpreted effectively? What are the limitations?

Leading the session discussion. Each student is highly encouraged to volunteer and act as a session leader during the semester. You can sign up for the leading role in our first class. The session leader plays the roles of a synthesizer and a critic, such as identifying the main issues, strengths, weaknesses, controversies, and gaps in the readings for that week (see more examples below). You can provide some short summary to facilitate class discussion.

- a. Provide an organizing framework for classroom discussion of theories and empirical research;
- b. Compare & contrast (as appropriate) theories or lines of empirical research covered within a given session or between the sessions;
- c. Identify three or more interesting themes or findings within the reading assignments;
- d. Identify three or more interesting propositions that could be explored within a given topic area,

Critique assignment (15 %)

You are expected to turn in an in-depth critique of one selected article before the article is discussed in class. Your writing should not exceed 2 pages (not including references, appendix, etc.; single-spaced is OK).

In your critique, you should briefly summarize the key points and identify what you regard as specific strengths and weaknesses of the paper. In the case of an empirical paper, comment on theory development, methodology, findings, and/or implications. Some basic questions to get you started include: what is the theoretical model tested in the paper? Does the author offer convincing rationales for the hypotheses? How confident are you in the stability or persistence of these findings? Might boundary conditions exist? In light of this study's results, what additional questions in this topic area can be generated or are necessitated (i.e., directions for future research)?

Term Paper and Presentation (50%)

The term paper is a research proposal due in our last class. The research proposal provides you the opportunity to conceive and plan a study on some issue within the domain of the course. An initial one-page proposal for your study is due on **June 6th 5 pm**. Although I will not grade the proposal, we will use it as a base for me to provide feedback and for you to time your final paper.

The paper is due on **June 26** (in class); you are expected to present your term paper (15-20 minutes) on the same day. In the term paper, you should provide a literature review of the related work to-date, a theoretical framework consisting of hypotheses, and methodology to be used for testing the hypotheses (for the format, use any APA publications as examples). The paper should be in no more than 15 pages of texts (double-spaced, 12 font).

It is important that you appropriately cite all references within the text of your proposal, as well as including a reference list at the conclusion of your paper (for the format of referencing, see APA guides). Sentences that are paraphrased and ideas that are adopted from another work must be appropriately cited. If you are including a sentence or passage verbatim from another work (published or unpublished), you must indicate this with the appropriate quotation marks and citation.

A note about the term paper. While you must incorporate what you have learned from this course in your final paper, I aim to be flexible on the topic of your term paper and hope this paper will eventually develop into a feasible research idea for you to explore further in the PhD program.

Overview of Class Sessions

(9:30 am – 1:00 pm)

1 – May 15 (Thur)	Introduction to Organizational Behavior Research
2 – May 22 (Thur)	Management Classics: Motivation, Organizational Commitment and Leadership
3 – May 28 (Wed)*	Emotions in Organizations
4 – June 5 (Thur)	Groups and Teams
June 6th 5 pm	Paper proposal due
5 – June 12	Independent session (no class; office hour or appointment to be offered)
6 – June 19	Beyond What is Obvious
7 – June 26	Paper Presentation (Term paper due)

(Note: * Most class sessions occur on Thursday morning, except May 28th is Wednesday. The class schedule listed above is subject to change with notice. There is no “academic quarter” - please come to class on time. Visitors and speakers will be invited to the class.)

Class 1 (May 15) – Introduction to Organizational Behavior Research
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Required Reading

Davis, M. (1971). That's interesting! *Philosophy of Social Science*, 309-344.

Heath, C., & Sitkin, S. (2000). Big-B versus Big-O: An examination into what is distinctly organizational about organizational behavior. *Journal of Organizational Behavior*, 22, 1-16.

Sutton, R. I., and Staw, B. M. 1995. What theory is not. *Administrative Science Quarterly*, 40: 371-384.

Recommended Reading

Abrahamson, E. 1996. Management fashion. *Academy of Management Review*, 21, 254-285.

Cascio, W. F. & Aguinis, H. 2008. Research in industrial and organizational psychology from 1963 to 2007: Changes, choices, and trends. *Journal of Applied Psychology*, 93(5): 1062-1081.

Griffin, R. and Kacmar, K. M. 1991. Laboratory research in management: Misconceptions and missed opportunities. *Journal of Organizational Behavior*, 12: 301-311.

James, L., Mulak, S., & Brett, J. 1982. Causal analysis. pp. 11-54. New York: Sage.

Locke, K., & Golden-Biddle, K. 1997. Constructing opportunities for contribution: Structuring inter-textual coherence and "problematizing" organizational studies. *Academy of Management Journal*, 40, 1023-1062.

Mowday, R. T. and Sutton, R. I. 1993. Organizational behavior: Linking individuals and groups to organizational contexts. *Annual Review of Psychology*, Vol. 44.

O'Reilly, C. 1991. Organizational behavior: Where we have been, where we're going. *Annual Review of Psychology*, Palo Alto, CA: Annual Reviews, Inc.

Pfeffer, J. 1993. Barriers to the advancement of organizational science: Paradigm development as a dependent variable. *Academy of Management Review*, 18, 599-620.

Pfeffer, J. 1998. Understanding organizations: Concepts and controversies. *Handbook of social psychology*.

Rousseau, Denise M. 1997. Organizational behavior in the new organizational era. *Annual Review of Psychology*, Vol 48. pp. 515-546.

Staw, B. 1984. Organizational behavior: A review and reformulation of the field's outcome variables. *Annual Review of Psychology*, 35, 627-666.

Staw, B. 1995. Repairs on the road to relevance and rigor. In Cummings & Frost (eds.) *Publishing in the organizational sciences* (2nd. Ed.). Thousand Oaks, CA: Sage: 96-107.

Weick, K. (1989). Theory construction as disciplined imagination. *Academy of Management Review*, 14, 516-531.

Class 2 (May 22) – Management Classics: Motivation, Organizational Commitment and Leadership

Required Reading

Chen, G., Ployhart, R. E., Thomas, H. C., Anderson, N., & Bliese, P. D. (2011). The power of momentum: a new model of dynamic relationships between job satisfaction change and turnover intentions. *Academy of Management Journal*, 54(1), 159–181.

Roethlisberger, F. J. (1941). The Hawthorne experiments. In F. J. Roethlisberger, *Management and morale*. Cambridge, MA: Harvard University Press.

Grant, A., Gino F., & Hofmann, D. (2011). Reversing the extraverted leadership advantage: The role of employee proactivity, *Academy of Management Journal*, 54, 528 – 550.

Recommended Reading

Deci, E. 1972. Intrinsic motivation, extrinsic reinforcement, and inequity. *Journal of Personality and Social Psychology*, 22(1), April, 113-120.

Dipboye, R.L. 1982. Self-fulfilling prophecies in the selection-recruitment interview. *Academy of Management Review*, 1982, 7, 4, 579-586.

Earley, P.C., Connolly, T., & Ekegren, G. 1989. Goals, strategy development, and task performance: Some limits on the efficacy of goal setting. *Journal of Applied Psychology*, 74: 24-33.

Erez, M., Kleinbeck, U., Thierry, H. (2001). *Work motivation in the context of a globalizing economy*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Hackman, J.R. & Oldham, G.H. 1976. Motivation through the design of work. *Organizational Behavior and Human Performance*, 1976, 16, 250-279.

Higgins, E.T. 1997. Beyond pleasure and pain. *American Psychologist*, 52(12), 1280-1300.

Katzell, R.A. & Thompson, D.E. 1990. Work Motivation: Theory and Practice. *American Psychologist*, 45, 2, 144-153.

Latham, G.P., Erez, M., Locke, E.A. 1988. Resolving scientific disputes by the joint design of crucial experiments by the antagonists: Application to the Erez-Latham dispute regarding participation in goal setting. *Journal of Applied Psychology*, 4(73), 753-772.

Locke, E., & Latham, G.P. 1990. A theory of goal-setting and task performance. Prentice-Hall, Chapters 1&2.

Staw, B., & Boettger, R. 1990. Task revision: A neglected form of work performance. *Academy of Management Journal*, 33: 534-559.

Steers, R. M, Mowday, R. T, & Shapiro, D. L. (2004). Introduction to special topic forum: The future of work motivation theory. *Academy of Management Review*, 29, 379-387. (Also see other articles in this special topic volume.)

Class 3 (May 28) – Emotions in Organizations

Required Reading

Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and creativity at work. *Administrative Science Quarterly*, 50, 367-403.

Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, 47, 644-675.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218-226.

Recommended Reading

Cohen & Bailey. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23, 239-290.

Davis, M. A. (2009). Understanding the relationship between mood and creativity: A meta-analysis. *Organizational Behavior and Human Decision Processes*, 108, 25-38.

Ericksen, J. & Dyer, L. (2004). Right from the Start: Exploring the Effects of Early Team Events on Subsequent Project Team Development and Performance. *Administrative Science Quarterly*, 49, 438-471.

Gersick, C. 1988. Time and transition in work teams: Toward a new model of group development. *Academy of Management Journal*, 31: 9-41.

Guzzo, R. E., and Dickson, M. W. 1996. Teams in organizations: Recent research on performance and effectiveness. *Annual Review of Psychology*, 47: 307-338.

Class 4 (June 5) - Groups and Teams

Required Readings

Cronin, M. A., Weingart, L. R., & Todorova, G. (2011). Dynamics in groups: Are we there yet? *The Academy of Management Annals*, 5, 571-612.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly* 44(2): 350-383.

Stachowski, A., Kaplan, S.A., & Waller, M.J. (2009). The benefits of flexible team interaction during crises. *Journal of Applied Psychology*, 94, 1536-1543.

Recommended Readings

Argote, L., and McGrath, J. E. 1993. Group processes in organizations: Continuity and change. In C. L. Cooper and I. T. Robertson (eds.), *International Review of Industrial and Organizational Psychology*, Vol. 8, New York: Wiley.

Barker, J. R. (1993). Tightening the iron cage: Concertive control in self-managing teams. *Administrative Science Quarterly*, 38, 408-437.

Edmondson, A. C. and Schein, E. H. (2012). *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*, Jossey-Bass.

Johnson, M. D., Hollenbeck, J. R., Humphrey, S. E., Ilgen, D. R., Jundt, D. K., & Meyer, C. J. (2006). Cutthroat cooperation: Asymmetrical adaptation of team reward structures. *Academy of Management Journal*, 49, 103-119.

Levine, J. M & Moreland, R. L. (1998). Small groups. In Daniel T, Fiske, Susan T. and Lindzey, Gardner (Eds). *The handbook of social psychology* (Vol. 2, pp. 415-469). New York, NY, US: McGraw-Hill.

McGrath, J. E. 1997. Small group research, that once and future field: An interpretation of the past with an eye to the future. *Group Dynamics*, 1: 7-27.

Moreland, R. L. & Argote, L. (2003). Transactive memory in dynamic organizations. Peterson, Randall S and Mannix, Elizabeth A (Eds). *Leading and managing people in the dynamic organization*. (pp. 135-162). Mahwah, NJ, US: Lawrence Erlbaum Associates, Publishers.

Nemeth, C. (1986). Differential contributions of majority versus minority influence. *Psychological Review*, 93: 23-32.

Sutton, R.I., & Hargadon, A. 1996. Brainstorming groups in context: Effectiveness in a product design firm. *Administrative Science Quarterly*, 41: 685-718.

Class 5 (June 12) -- Independent session

I will block the day for the office hours (10 am- 4pm). We can discuss your term paper, research interests, professional developments, and alike.

Class 6 (June 19) – Beyond What is Obvious

Required Readings

Detert, J. R., & Edmondson, A. C. (2011). Implicit voice theories: Take-for-granted rules of self-censorship at work. *Academy of Management Journal*, 54(3), 461–488.

Golder, S. A. & Macy, M. W. (2011). Diurnal and seasonal mood vary with work, sleep and daylength across diverse cultures. *Science*. 30 Sep 2011.

Birkinshaw, J. & Gupta, K. (2013). Clarifying the Distinctive Contribution of Ambidexterity to the Field of Organization Studies. *Academy of Management Perspectives*. 27(4), 287-298.

Recommended Readings

- Bazerman, M. (1990). Biases. Chapter 2 of *Managerial Decision Making* (second edition). New York: John Wiley.
- Burt, R. S. 1992. *Structural Holes: The Social Structure of Competition*. Harvard University Press, Cambridge, MA.
- Elsbach, K.D. (1999). An expanded model of organizational identification. In R.I. Sutton, & B.M. Staw (Eds.), *Research in organizational behavior* (Vol., 21, pp. 163-200). Stamford, CT: JAI Press.
- Elsbach, K. D., Kramer, R. M. (2003). Assessing creativity in Hollywood pitch meetings: Evidence for a dual-process model of creativity judgments. *Academy of Management Journal*, 46, 283-301.
- Galinsky, A. D, Leonardelli, G. J, Okhuysen, G. A., Mussweiler, T. (2005). Regulatory Focus at the Bargaining Table: Promoting Distributive and Integrative Success. *Personality and Social Psychology Bulletin*, 31, 1087-1098.
- Granovetter, Mark S. (1973). The strength of weak ties. *American Journal of Sociology*, 78, 1360-1380.
- Ibarra, H. (1995). Race, opportunity, and diversity of social circles in managerial networks. *Academy of Management Journal*, 38: 673-703.
- Jones, T.M. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. *Academy of Management Review*, 16, 366-395.
- Organ, D. (1990). The motivational basis of organizational citizenship behavior. In L. Cummings & B. Staw, (Eds.) *Research in Organizational Behavior*. Vol. 12.
- Robinson, S.L. (1996). Trust and breach of the psychological contract. *Administrative Science Quarterly*, 41, 574-599.
- Treviño, L.K. (1986). Ethical decision-making in organizations: A person-situation interactionist model. *Academy of Management Review*, 11 (3): 601-617
- Tsui, A., Egan, T., & O'Reilly, C. (1992). Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, 37, 549-579.
- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185, 1124-1131.
- van Knippenberg, D., De Dreu, C. K. W, & Homan, A. C. (2004). Work Group Diversity and Group Performance: An Integrative Model and Research Agenda. *Journal of Applied Psychology*, 89, 1008-1022.
- Weick, K. 1993. The collapse of sense-making in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*, 38, 628-652.

Classes 7 (June 26) - PRESENTATIONS
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