

Organizational Behavior

1. Objectives

This doctoral seminar provides an in-depth look at the major topics of interest in contemporary organizational behavior (OB). The topics and readings focus primarily on individual and collective processes – such as the study of individuals and groups within an organizational context, and the study of internal processes and practices as they affect individuals and groups. This course offers an introduction to established and emerging themes, knowledge, theory, and research in the field of organizational behavior.

Organizational Behavior is one of the most relevant fields in management, one that we can sense, experience, and apply in our daily life. It may also be related to several other fields in business and management such as strategy, marketing, finance, or accounting, etc., whenever individual behavior and decision-making processes are involved. I expect that you will become familiar with the basic concepts of organizational behavior, develop the skill of critically reviewing academic journal articles, explore the main journals in this field¹, and write a research paper on a specific topic in OB.

2. Contents

We will meet regularly on Wednesdays. The specific topics that will be discussed are presented in the table below.

Week	Topics	Assignments Due
1	What is Organizational Behavior Theory	
2	Personality and Individual Differences	Weekly memo
3	Cognition and Decision Making	Weekly memo
4	Motivation	Weekly memo, innovation paper #1
5	Justice and Trust	Weekly memo
6	Prosocial and Antisocial Behavior in Organizations	Weekly memo
7	Leadership, Power, and Politics	Weekly memo
8	Groups and Teams	Weekly memo, innovation paper #2
9	Organizational Culture and Identification	Weekly memo
10	Term Paper Presentations	Term paper

¹ Journal of Applied Psychology; Academy of Management Journal; Academy of Management Review; Journal of Personality and Social Psychology; Applied Psychology: An International Review; Journal of Organizational Behavior; Journal of Management; Journal of Occupational and Organizational Psychology; Organizational Behavior and Human Decision Processes; Administrative Science Quarterly; Organizational Science; Research in Organizational Behavior

3. Methodology

The course consists of 10 sessions of 3 hours each (with a fifteen minutes break in between). The meetings will follow a seminar discussion format, which means that participants will present and discuss the assigned material. All students are expected to (a) have read **all** assigned readings before meeting each week, and (b) discuss and comment on all the readings listed for that day. The class is based upon our small group discussion and so a lack of preparation undermines not only your own learning but also brings down the quality of the class.

In addition, each student will lead or co-lead discussion for one or two topics (discussed in detail later on). We will assign the topics on the first day of class.

3.1 Weekly memo: 10%

You are expected to prepare each reading according the following requirements:

- 1) Summarize the main contribution of the study in less than 3 sentences.
- 2) Identify one assumption from the study that you can question or debate.
- 3) Propose one new testable hypothesis that you derived based on the article.
- 4) Pose one unanswered question that you have about this paper that would make for the basis of a good discussion.

Memos are due **the day of class** in printed form.

3.2 Class participation: 30%

Your primary assignment in this course is to be actively engaged in class discussions and to immerse yourself into the field of organizational behavior. Thus, vigorous seminar participation, including presentations on topics and constructively critical contributions to the work of others in the seminar, will be a central requirement of the course.

3.3 Discussion Leadership: 10%

Each topic will be assigned a discussion leader. As a leader, you need to provide structure for the class, ensuring we compare and contrast readings and perspectives, discuss the primary themes and contributions of the research, identify gaps and potential areas for future research, and stay focused on the topic. You need to facilitate everyone's participation. Be sure to bring an outline that structures our interaction, and bring thought-provoking discussion questions to stimulate engaging class interaction.

The burden of making class meetings interesting, controversial, educational, creative and interactive will fall on the leader of each particular topic. In class, we will explore what we know and what we don't know about the day's topic. We will pursue what we'd like to know and how we would go about finding it out.

3.4 Two Short Innovation Papers: 10% each

These papers will be a maximum of 3 pages in length, type written and double-spaced, on one of the recent topics in the class. These papers will be very brief presentations of novel hypotheses (something not already known or immediately obvious to researchers in OB). In these papers, please state a hypothesis or set of hypotheses and then present a short justification (from several paragraphs to a max of 3 double-spaced pages) for the hypothesis about why it is a good idea to test it. Many of these ideas can become topics for discussion within the seminar itself. These papers are due at the beginning of the class in **week 4** and **week 8**.

3.5 Term Paper: 30%

This paper should provide a thorough literature review of one of the areas or sub-areas covered in the seminar. Moreover, the paper should also develop a theory- driven, testable model with hypotheses and a methods section. Thus it should look like the front end of one of the papers we have read this term. It is certainly acceptable to incorporate your innovation papers into this longer paper, but this is not necessary. The paper should be about 20-25 pages. Quality is the focus, not length so if you can say something well in fewer pages then do so. The goal of this paper is for it to be the start of your 'second-year empirical paper' (if you are in our OB division), a conference submission, or the front end of a study you may eventually publish. As such, try to focus on something that interests you and that you could potentially continue to pursue. Please email your paper in Word document.

This paper is due on **June 1st** at the beginning of the last class period. The paper should include:

- 1) **Introduction:** What is the topic? Why is it important? What prior research has been done? What questions are unanswered? Highlight new opportunities in the field. Convince the reader why this study should be done.
- 2) **Theory and Model:** Propose a theory and testable model to drive research on one or more unanswered questions identified above. Define the constructs you are focused on and include a set of propositions or hypotheses to test.
- 3) **Methods:** Describe in as much detail as you can how it will be tested and make up a mock methods section. That is, what is your sample, the procedure, the measures you would use? Follow closely the format of the 'methods section' found in journal articles we are reading.

You will also be required to make a 15 minutes presentation summarizing the topic of your term paper. The presentations will follow the style of a conference presentation and will be made during the final class period on **June 1st**. I will provide feedback on your term paper and your presentation two weeks after the due date.

4. Grading

Weekly memo	10%
Class participation	30%
Discussion leader	10%
Innovation papers	20%
Term paper	30%

Late work will NOT be accepted. Students should not ask for an extension except in cases of extreme hardship. Acceptable excuses for lateness include such things as a nuclear war (in which you are directly involved), earthquake (magnitude 6.5 or greater with the epicenter within 1k of your work area), and incarceration (your own, for a period of 30 days or more).

5. Competencies

By taking the course, students will develop the following competences:

- Knowledge of key concepts and research areas in the field of organizational behavior research;

- Ability to understand state-of-the-art research in organization behavior published in the top academic journals and compare and contrast the arguments developed in the papers from a logical and empirical point of view;
- Profound understanding of the strengths and weakness of various research methods in conducting organizational behavior research;
- Develop a scientific report with the objective to integrate the existing literature of a chosen research topic and to articulate research questions that could extend our understanding of the field;
- Publicly present ideas, procedures or research reports to academic audience;

6. Office Hours

I am open to meeting with you whenever you would like. You are encouraged to send an email to make an appointment in advance to facilitate availability.

7. Course Outline

Session 1: What is Organizational Behavior Theory

1. Bartunek, J. M., Rynes, S. L., & Ireland, R. D. (2006). What makes management research interesting, and why does it matter? *Academy of Management Journal*, 49, 9-15.
2. Davis, M. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of Social Science*, 309-344.
3. Dutton, J. E. & Dukerich, J. M. (2006). The relational foundation of research: An underappreciated dimension of interesting research. *Academy of Management Journal*, 49, 21-26.
4. Ferraro, F., Pfeffer, J. and Sutton, R. (2005). Economics language and assumptions: How theories can become self-fulfilling. *Academy of Management Review*, 30, 8-24.
5. Sutton, R. & Staw, B. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.

Session 2: Personality and Individual Differences

1. Davis-Blake, A. and Pfeffer, J. (1989). Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review*, 14, 385-400.
2. Funder, D. and Colvin, R. (1991). Exploration in behavioral consistency: Properties of persons, situations, and behaviors. *Journal of Personality and Social Psychology*, 60, 773-794.
3. Heine, S.J., Buchtel, E.E., & Norenzayan, A. (2008). What do cross-cultural comparisons of personality traits tell us? The case of conscientiousness. *Psychological Science*, 19, 309-313.
4. Judge, T. A., Piccolo, R. F., & Kosalka, T. (2009). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *Leadership Quarterly*, 20(6), 855-875.

Recommended:

1. Barrick, M. R., & Mount, M. K. (1991). The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44, 1-26.
2. Heine, S. J., & Buchtel, E. E. (2009). Personality: The universal and the culturally specific. *Annual Review of Psychology*, 60, 369-394.
3. Snyder, M. (1982). The influence of individuals on situations: Implications for understanding the links between personality and social behavior. *Journal of Personality*, 51, 497-516.

Session 3: Cognition and Decision Making

1. Dane, E. & Pratt, M. G. (2007). Exploring intuition and its role in managerial decision making. *Academy of Management Review*, 32, 33-54.

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2. Higgins, E. T. & Bargh, J. A. (1987). Social cognition and social perception. *Annual Review of Psychology*, 38, 369-425.
3. Moore, D. (2007). Not so above average after all: When people believe they are worse than average and its implications for theories of bias in social comparison. *Organizational Behavior and Human Decision Processes*, 102, 42-58.
4. Tversky, A. & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185, 1124-1131.

Recommended:

1. Fiske, S. T. (1993). Social Cognition and Social Perception. *Annual Review of Psychology*, 44(1), 155-194.
2. Hayes, J. & Allinson, C. W. (1994). Cognitive style and its relevance for management practice. *British Journal of Management*, 5, 53-71.
3. Walsh, J. P. (1995). Managerial and organizational cognition: Notes from a trip down memory lane. *Organization Science*, 6(3), 280-321.

Session 4: Motivation

1. Brockner, J. & Higgins, E.T. (2001). Regulatory Focus Theory: Implications for the study of emotions at work. *Organizational Behavior and Human Decision Processes*, 86, 35-66.
2. Kehr, H. (2004). Integrating implicit motives, explicit motives, and perceived abilities: The compensatory model of work motivation and volition. *Academy of Management Review*, 29, 479-499.
3. Lindsley, D. H., Brass, D., & Thomas, J. B. (1995). Efficacy-performance spirals: A multilevel perspective. *Academy of Management Review*, 20, 645-678.
4. Staw, B. & Boettger, R. (1990). Task Revision: A Neglected Form of Work Performance. *Academy of Management Journal*, 33, 534-559.

Recommended:

1. Shteynberg, G., & Galinsky, A. D. (2011). Implicit coordination: Sharing goals with similar others intensifies goal pursuit. *Journal of Experimental Social Psychology*, 47(6): 10-13.
2. Heath, C. (1999). On the social psychology of agency relationships: Lay theories of motivation overemphasize extrinsic incentives. *Organizational Behavior and Human Decision Processes*, 78(1), 25-62.
3. Steers, R., Mowday, R., & Shapiro, D. (2004). The Future of Work Motivation Theory. *Academy of Management Review*, 29, 379-387.

Session 5: Justice and Trust

1. Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86, 425-445.
2. McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38, 24-59.
3. Skarlicki, D. P., & Kulik, C. T. (2005). Third-party reactions to employee (mis)treatment: A justice perspective. *Research in Organizational Behavior*, 26, 183-230.
4. Schoorman, F. D., Mayer, R. C., Davis, J. H. (2007). An integrative model of organizational trust: Past, present and future. *Academy of Management Review*, 32(2), 344-354.

Recommended:

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1. Brower, H. H., Lester, S. W., Korsgaard, M. A., & Dineen, B. R. (2009). A closer look at trust between managers and subordinates: Understanding the effects of both trusting and being trusted on subordinate outcomes. *Journal of Management*, 35, 327-347.
2. Kramer, R. M. (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions. *Annual Review of Psychology*, 50, 569-598.
3. Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review*, 22, 226-256.

Session 6: Prosocial and Antisocial Behavior in Organizations

1. Detert, J. R., Treviño, L. K., & Sweitzer, V. L. (2008). Moral disengagement in ethical decision making: A study of antecedents and outcomes. *Journal of Applied Psychology*, 92, 374-391
2. Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108, 814-834.
3. LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87, 52-65.
4. Robinson, S. L. & Bennett, R. J. (1995). A typology of deviant workplace behavior: A multidimensional scaling study. *Academy of Management Journal*, 38, 555-572.

Recommended:

1. Grant, A. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32, 393-417.
2. Baumeister, R. F., Bratlavsky, E., Finkenauer, C., & Vohs, K. (2001). Bad is stronger than good. *Review of General Psychology*, 3, 323-370.
3. Penner, L. Dovidio, J., Pillavin, J., & Schroeder, D. (2004). Prosocial behavior: Multilevel perspectives. *Annual Review of Psychology*, 56, 365-392.

Session 7: Power

1. Blader, S. L. & Chen, Y.-R. (2012). Differentiating the effects of status and power: A justice perspective. *Journal of Personality and Social Psychology*, 102, 994-1014.
2. French, J. R. P. Jr., & Raven, B. (1959). The bases of power. In D. P. Cartwright (Ed.), *Studies in social power* (pp. 150-167). Ann Arbor, MI: Institute for Social Research, The University of Michigan.
3. Keltner, D., Gruenfeld, D., & Anderson, C. (2003). Power, approach, and inhibition. *Psychological Review*, 110, 265-284.
4. Torelli, C. J. & Shavitt, S. (2010). Culture and concepts of power. *Journal of Personality and Social Psychology*, 99, 703-723.

Recommended:

1. Galinsky, A. D., Gruenfeld, D. H., & Magee, J. C. (2003). From power to action. *Journal of Personality and Social Psychology*, 85, 453-466.
2. Fiske, S. T. (1993). Controlling other people: The impact of power on stereotyping. *American Psychologist*, 48, 621-628.
3. Lee, F. and L. Z. Tiedens (2001). Is it lonely at the top? The independence and interdependence of power holders. *Research In Organizational Behavior*, 23, 43-91.

Session 8: Groups and Teams

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

2. Ilgen, D. R., Hollenbeck, J. R., Johnson, M. & Jundt, D. (2005). Teams in organizations: From input-process-output models to IMOI models. *Annual Review of Psychology*, 56, 517-543.
3. Marks, M. A., Mathieu, J. E., & Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes. *Academy of Management Review*, 26, 356-376.
4. Stahl, G. K., Maznevski, M., Voigt, A., & Jonsen, K. (2010). Unraveling the effects of cultural diversity in teams: A meta-analysis of research on multicultural work groups. *Journal of International Business Studies*, 41, 690-709

Recommended:

1. Gibson, C. B., & Gibbs, J. (2006) Unpacking the concept of virtuality: The effects of geographic dispersion, electronic dependence, dynamic structure and national diversity on team innovation. *Administrative Science Quarterly*, 51, 451-495.
2. Guzzo, R. A. & Dickson, M. W. (1996). Teams in organizations: Recent research on performance and effectiveness. *Annual Review of Psychology*, 47, 307-341.
3. Van der Vegt, G. S. & Bunderson, J. S. (2005). Learning and performance in multidisciplinary teams: The importance of collective team identification. *Academy of Management Journal*, 48, 532-547.

Session 9: Organizational Culture and Identification

1. Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14, 20-39.
2. Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational images and member identification. *Administrative Science Quarterly*, 39, 239-263.
3. Hofstede, G., Neuijen, B., Ohayv, D. D., & Sanders, G. (1990). Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 35, 286-316.
4. Schein, E. H. (1996). Culture: The missing concept in organization studies. *Administrative Science Quarterly*, 41, 229-240.

Recommended (not required):

1. Chatman, J. A., & Spataro, S. E. (2006). Using self-categorization theory to understand relational demography-based variations in people's responsiveness to organizational culture. *Academy of Management Journal*, 48, 321-331.
2. Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchell and W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7-24). Chicago: Nelson-Hall.
3. Schneider, B., Salvaggio, A. N., & Subirats, M. (2002). Climate strength: A new direction for climate research. *Journal of Applied Psychology*, 87, 220-229.

Session 10: Term Paper Presentations

8. Professor's Biography

Yuan (Echo) Liao is an Assistant Professor in the Department of Managing People in Organizations at IESE. She holds a PhD in International Business from Beedie School of Business, Simon Fraser University and an MPhil in Psychology from the Chinese University of Hong Kong. Prior to joining IESE, Prof. Liao was a postdoctoral research fellow in the School of Management at University of New South Wales, Australia. She has taught at Simon Fraser University and Justice Institute of British Columbia in Canada. At IESE, Prof. Liao teaches courses on leadership and cross-cultural management in MBA, Executive MBA, Global Executive MBA, and Leadership Development Programs.

Prof. Liao's research interests lie in cross-cultural management, cultural intelligence, and multiculturalism. Her research aims to understand the underlying mechanisms through which culture influences attitudes and behavior and to improve the way people work with others in culturally diversified workplaces. Her academic work has appeared in journals such as the Journal of International Business Studies, Management International Review, Journal of Business Ethics, among others.