
Organizational Behavior

1. Objectives

This doctoral seminar provides an in-depth look at major topics and debates in contemporary organizational behavior (OB). The topics and readings focus primarily on individual and collective processes that happen within or that are relevant for an organizational context. This course offers an introduction to established and emerging themes, knowledge, theory, and research in the field of organizational behavior.

OB is one of the most central 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, whenever social forces, individual behavior or decision-making processes are involved. During this seminar, you will become familiar with the basic concepts of OB, 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 Mondays (more or less, see the online schedule). The specific topics that will be discussed are presented in the table below.

Session	Topics
1	Course Overview + What is Organizational Behavior?
2	Crafting a Research Topic
3	Motivation
4	Leadership and Top Management Teams
5	Groups and Teams
6	The Review Process
7	Perspectives on Diversity
8	Time and Temporal Development in Organizational Behavior
9	Term Paper Presentations
10	Term Paper Presentations

3. 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.

¹ E.g., Journal of Applied Psychology; Academy of Management Journal; Academy of Management Review; Journal of Personality and Social Psychology; 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; Psychological Science; Journal of Experimental Social Psychology; Academy of Management Annals; Management Science; Journal of Behavioral Decision Making; Judgment and Decision Making; Journal of Experimental Psychology: General; Personality and Social Psychology Bulletin

- Ability to understand state-of-the-art research in organization behavior published in the top academic journals, and ability to 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 for conducting organizational behavior research.
- Develop the skills needed to write 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.
- Ability to present ideas, procedures or research reports to an academic audience.
- Critically evaluate and debate ideas, arguments and analyses, and provide constructive feedback on others' ideas.

4. 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. A lack of preparation undermines not only your own learning but also brings down the quality of the class.

4.1 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, enthusiastic seminar participation, including presentations and constructively critical contributions to the work of others in the seminar, will be a central requirement of the course. When reading to prepare for class, consider the following questions:

- What is the central claim the authors try to make?
- What evidence do the authors present for this claim? What criteria do they use to argue for the quality of their (type of) evidence?
- If you are persuaded by the central claim, why are you persuaded? Were you persuaded already before reading the paper, or did the paper change your mind? If so, how? If you're not persuaded, why not? In both cases, which new evidence would change your mind?
- Do you see boundary conditions of the claim?
- Is the central claim of the authors different from other claims you've read or heard (about the same phenomena), and if so, could you resolve the differences empirically? How would you do that?

Aiming to manage the students' workload, you will **not** be asked to hand in a reflection paper on the readings each week. Be prepared, however, to summarize readings and to answer questions such as those mentioned above, about each assigned paper.

4.2 Cutting edge research briefing (10%)

Each student will provide a research briefing in one of the sessions (in the first session, students will be matched to sessions, aiming to take into account their interests). This role requires you to go beyond the assigned readings to find the latest and most interesting directions of the topic area from the particular week. Your job will be to brief the rest of the class on what you see as the emerging directions and trends in the particular area we are covering that week. Such research will typically require searching in the most recent issues of the relevant journals. Typically, you will prepare a 15 minutes presentation about one specific cutting edge paper.

4.3 Reviewing a colleagues' final paper (20%)

You will be asked to act as a reviewer for the paper of one of your classmates. Your job will be to read that person's final paper and provide a constructively critical written review of approximately 2-4 pages. Two objectives of this assignment are: (1) to hone your critical reviewing skills; (2) to get you in the practice of thinking and writing as though you are a reviewer of your own work. This review will be due on June 13, one week after the term paper is due.

4.5 Term Paper and Presentation (40%)

This paper should highlight a new research question (e.g., adding new knowledge or bringing a new perspective to old findings within the field). You will be able to choose the topic of your paper according to your interests, and we will discuss issues around topic choice in class.

- Moreover, the paper should also build on and review the existing literature on the topic, and develop a theory-driven, testable model with hypotheses. In other words, it should look like the front end of one of the papers we read this term.
- The paper should be about 5-8 pages (max. 10) + abstract and references. Quality is the focus, not length, so if you can say what you want to say in fewer pages then do so (holding quality constant, the shorter the better). Please follow the formatting and style guide of the *Academy of Management Journal*.
- 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. You will write the paper in 5 steps.
 1. You'll write one paragraph (about 200 words), following the model of the "nature summary paragraph"
https://www.geomar.de/fileadmin/personal/fb4/gdy/cberndt/Letter_bold_para.pdf
 2. You'll write an outline of the paper, detailing the key sentence (<http://secondlanguage.blogspot.com.es/2012/11/key-sentences.html>) for each paragraph you plan to write.
 3. You'll write a brief introduction (ideally 3 paragraphs = 1.5 pages) following the framework for writing an introduction proposed by Barney, J. (2018). Editor's Comments: Positioning a Theory Paper for Publication. *Academy of Management Review*, 43(3), 345-348.

4. You'll write another version of the outline of the paper, detailing the key sentence (<http://secondlanguage.blogspot.com.es/2012/11/key-sentences.html>) for each paragraph you plan to write.
5. In the end you'll write a full paper.

Please email all your documents (paragraph, outline, full paper) as Word documents (for easier feedback and commenting).

The paper should include:

1. **Introduction:** What is your research question? Why is it important? How will you answer your question? What prior research has been done? What can your study answer that prior research could not? What does your new study contribute to the literature? Highlight one new opportunity in the field. Convince the reader why this study should be done.
2. **Theory and Model:** Propose a theory and testable model that aims at answering your research question. Define each part of the model (constructs), explain the logic how they relate to each other, and what testable hypotheses the model implies.

If you advance fast enough so that you also get around to develop a method section (or even a results section in case you get data), I'll be happy to provide feedback – but this is voluntary and not required for the course.

You will also be required to make a 15 minutes presentation summarizing your term paper. The presentations will follow the style of a conference presentation and will be made during the final two class periods on **June 13 & 20**.

5. Grading

Class participation	30%
Cutting edge research briefing	10%
Review of a colleagues' final paper	20%
Term paper + Presentation	40%

6. Deadline/Deliverables Overview

All deliverables are to be sent before 23.59 on the day of the deadline. *Late work will NOT be accepted. Students should not ask for an extension except in cases of extreme hardship.*

Self introduction (1 page): Who are you + What research ideas do you find exciting? On a second page, include a bibliography of all research papers you've ever written (Bachelor thesis, papers for other MRM courses etc., including abstracts of the papers).	April 1
"Nature paragraph" summarizing idea for term paper	April 22
Outline for term paper	April 29

Introduction for the term paper	May 6
Revised outline for the term paper	May 13
Full term paper	June 6
Review of a colleagues term paper	June 13
Term paper presentations	June 13 & 20

7. Office Hours

I am open to meeting with you quite flexibly. Please send me an email to make an appointment in advance to facilitate availability.

8. Course Outline and Mandatory Readings

Session 1: What is Organizational Behavior?

1. Petriglieri, G., Petriglieri, J. L., & Wood, J. D. (2018). Fast tracks and inner journeys: Crafting portable selves for contemporary careers. *Administrative Science Quarterly*, 63(3), 479–525.
2. 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(1), 9-15.
3. Davis, M. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of Social Science*, 1, 309-344.
4. 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), 1-16.

Session 2: Crafting a Research Topic

1. Colquitt, J. A., & George, G. (2011). Publishing in AMJ—part 1: Topic choice. *Academy of Management Journal*, 54(3), 432-435.
2. Bono, J. E., & McNamara, G. (2011). Publishing in AMJ—part 2: Research design. *Academy of Management Journal*, 54(4), 657-660.
3. Grant, A. M., & Pollock, T. G. (2011). From the editors: Publishing in AMJ—Part 3: Setting the hook. *Academy of Management Journal*, 873-879.
4. Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in AMJ—part 4: Grounding hypotheses. *Academy of Management Journal*, 54(6), 1098-1102.
5. Sutton, R.I. & Staw, B.M. (1995). What Theory is NOT. *Administrative Science Quarterly*, 40(3), 371-384.
6. Frost, P. & Stablein, R. (1992). Doing exemplary research. Sage publications. *NB. Students will be asked during session 1 to pick a specific chapter from the hard-copy book from the instructor, and be provided a scanned copy of the chapter of interest. Of course, should you be interested in the book as a whole, you are welcome to read more than one chapter.*

Session 3: Motivation

1. Kanfer, R. & Chen, G. (2016). Motivation in organizational behavior: History, advances and prospects. *Organizational Behavior and Human Decision Processes*, 13(6), 6–19
2. Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529.
3. Brockner, J., & Higgins, E. T. (2001). Regulatory focus theory: Implications for the study of emotions at work. *Organizational Behavior and Human Decision Processes*, 86(1), 35-66.
4. Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362.

Session 4: Leadership and Top Management Teams

1. DeRue, D.S., & Ashford, S.J. (2010). Who will lead, and who will follow? A social process of leader identity construction in organizations. *Academy of Management Review*, 35, 627-647.
2. Knippenberg, D. van, & Sitkin, S. B. (2013). A critical assessment of charismatic—transformational leadership research: Back to the drawing board? *Academy of Management Annals*, 7(1), 1–60.
3. Carton, A. M. (2018). “I’m not mopping the floors, I’m putting a man on the moon”: How NASA leaders enhanced the meaningfulness of work by changing the meaning of work. *Administrative Science Quarterly*, 63(2), 323–369.
4. Hambrick, D.C., & Mason, P.A. 1984. Upper echelons: The organization as a reflection of its top managers. *Academy of Management Review*, 9(2), 193-206.
5. Raes, A.M.L., De Jong, S.B., & Bruch, H. (2021) Setting the tone at the top: How the interface processes of organizational climate and non-TMT managers’ leadership transmit TMT cohesion to employees. *Long Range Planning*, available online since Nov 2nd, 2021

Session 5: Groups and Teams

1. Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34(3), 410-476.
2. Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.
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(3), 532-547.
4. Chan, D. (1998). Functional relations among constructs in the same content domain at different levels of analysis: A typology of composition models. *Journal of Applied Psychology*, 83, 234- 246.
5. Klein, K. J., & Kozlowski, S. W. J. (2000). From micro to meso: Critical steps in conceptualizing and conducting multilevel research. *Organizational Research Methods*, 3, 211- 236

Session 6: The Review Process

1. Raes, A.M.L., Heijltjes, M.G., & Glunk, U., & Roe, R.A. (2011). The interface of the top management team and middle managers: A process model. *Academy of Management Review*, 36(1), 102-26
2. *Additional materials for this session will be shared separately*

Session 7: Perspectives on Diversity

1. Harrison, D.A., Price, K.H., Gavin, J.H., & Florey, A.T. (2002). Time, teams, and task performance: Changing effects of surface- and deep- level diversity on group functioning. *Academy of Management Journal*, 45, 1029-1045.
2. Barsade, S.G., Ward, A.J., Turner, J.D.F., & Sonnenfeld, J.A. (2000). To your heart's content: A model of affective diversity in top management teams. *Administrative Science Quarterly*, 45, 802-836
3. Lau, D.C., & Murnighan, J.K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review*, 23, 325-340.
4. Homan, A. C., Van Knippenberg, D., Van Kleef, G. A., & De Dreu, C. K. (2007). Bridging faultlines by valuing diversity: diversity beliefs, information elaboration, and performance in diverse work groups. *Journal of Applied Psychology*, 92, 1189
5. Kunze, F., Raes, A.M.L., & Bruch, H. (2015) Antecedents and performance consequences of average subjective age in organizations. *Journal of Applied Psychology*, 100(5), 1511-1526

Session 8: Time and Temporal Development in Organizational Behavior

1. Ancona, D. G., Goodman, P. S., Lawrence, B. S., & Tushman, M. L. (2001). Time: A new research lens. *Academy of Management Review*, 26, 645-663.
2. Tuckman, B.W. (1965). Development sequences in small groups. *Psychological Bulletin*, 63, 384-399.
3. Gersick, C.J.G. (1988). Time and transition in work teams: Toward a new model of group development. *Academy of Management Journal*, 31, 9-41.
4. Chen, G., Ployhart, R. E., Cooper-Thomas, H. D., Anderson, N., & Bliese, P. D. (2011). The power of momentum: A new model of dynamic relationships between job satisfaction change and turnover decisions. *Academy of Management Journal*, 54, 159-181.
5. Reinwald, M. & Kunze, F. (2020). Being different, being absent? A dynamic perspective on demographic dissimilarity and absenteeism in blue-collar teams. *Academy of Management Journal*, 63, 1-25

Sessions 9+10: Final presentations