Seminar in Organizational Behavior

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Course Overview

This seminar is designed to familiarize PhD students with the range of topics, theories, and frustrations associated with the study of individual, interpersonal, and team behavior in organizations. Given the huge literature in organizational behavior, this course is not intended to be exhaustive or comprehensive. Instead, it is designed to provide a broad overview and then a more in-depth introduction to selected topic areas.

Readings will include articles and chapters that are conceptual/theoretical in nature, original empirical studies, research literature reviews, and meta-analyses. The seminar itself will be a collaborative effort between the students and instructor aimed at producing thoughtful analysis and discussion.

A key component of the class is individual, in-depth work on a specific topic. This is your chance to adapt the course to your own research interests by focusing on specific organizational behavior research topics that have relevance to your own research.

Readings

See syllabus for the list of readings for a particular week. There are a handful of articles and chapters throughout the term that are not available electronically through the library website. We will discuss those on the first day of class. NOTE: There are readings for the first day of class, so be sure to come to class prepared to discuss those readings.

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The domain statement of the Academy of Management OB Division notes: “Organizational behavior is devoted to understanding individuals and groups within an organizational context. The field focuses on attributes, processes, behaviors, and outcomes within and between individual, interpersonal, group, and organizational levels of analysis. Major topics include:

- individual characteristics such as beliefs, values, personality, and demographic attributes, and individual processes such as learning, perception, motivation, emotions, and decision making
- interpersonal processes such as trust, justice, power/politics, social exchange, and networks
- group/team characteristics such as size, diversity, and cohesion, and group/team processes such as development, leadership, decision making, and cooperation and conflict
- organizational processes and practices such as leadership, goal setting, work design, feedback, rewards, communication, and socialization
- contextual influences on individuals and groups such as organizational and national culture, and organizational identity and climate
- and the influence of all of the above on individual, interpersonal, group, and organizational outcomes such as performance, creativity, attachment, citizenship behaviors, stress, absenteeism, turnover, deviance, and ethical behavior.”
### Discussion leader schedule (see more detailed schedule of readings and due dates later in syllabus)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion leader</th>
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<tbody>
<tr>
<td>January 21</td>
<td>Intro to OB</td>
<td>Ingrid Fulmer</td>
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<td>Impactful research in OB</td>
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<td>January 28</td>
<td>Individual differences</td>
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<td>February 4</td>
<td>Affect and emotion</td>
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<td>February 11</td>
<td>Attitudes and attributions</td>
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<td>February 18</td>
<td>Workplace behaviors</td>
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<td>February 25</td>
<td>Motivation I – classic theories</td>
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<td>March 4</td>
<td>Motivation II – contemporary themes</td>
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<td>March 11</td>
<td>Leadership</td>
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<td>March 25</td>
<td>Teams and networks</td>
<td>Mike Kukenberger and Jessica Methot (guest facilitators)</td>
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<tr>
<td>April 1</td>
<td>Contextual effects (other than national culture) in organizational behavior</td>
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<td>April 8</td>
<td>Negotiation and conflict</td>
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<td>April 15</td>
<td>Cross-cultural issues in OB</td>
<td>Leigh Anne Liu (guest facilitators)</td>
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<td>April 22</td>
<td>How people see their work and see themselves at work (identity, job crafting, fit, psychological contracts)</td>
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<td>April 29</td>
<td>Student presentations</td>
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<td>May 6</td>
<td>Scholarly success</td>
<td>Ingrid Fulmer</td>
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<td></td>
<td>Student presentations (if necessary)</td>
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### Deliverables and Expectations

**Course grade:**

Your course grade will be determined with reference to the following components:

1) Class participation and discussion leadership (40%)
2) Proposal and final paper (40%)
3) Paper presentation (20%)
1) **Class participation:**

a. To make valuable contributions to the class, it is essential for ALL students to prepare for and participate actively in EACH class. This means reading and thinking critically about assignments BEFORE class. It means making quality contributions to class discussions by listening carefully to the comments of others and building on their ideas.

Each week, a participant will be responsible for facilitating the discussion and structure for the session (see “Discussion Leader” section below). This does not mean, however, that if it is not your week you are “off the hook”—you always need to come prepared.

Each week (except for the first class meeting and the week when you are the discussion leader), you will write a 1-2 page (single-spaced) memo/journal of typed notes and reflections on the readings. Submit your review (upload into the Sakai drop box) by **4 pm** the day before our class (put your last name and date in the document title).

In this memo, you should go beyond simply summarizing each paper. You can do summaries on your own if you like, but for the memo you turn in to me, I want you to develop and refine the habit of deeper critical thinking about the readings (i.e., understanding and perhaps questioning the assumptions in the papers, integrating and comparing across papers, thinking about implications for future research and for practice, etc.). You may want to highlight different points of view or apparent contradictions in the various readings, or relate the papers to previous weeks’ readings, or go in depth on a particular concept or theme that shows up in several articles. You have flexibility here, but the point is to think deeply about the readings.

Also, your weekly write-up should **always** conclude with the following: (1) at least one or two points or questions you could raise to enrich the discussion in class, and (2) at least one research question or idea that comes to mind that is in some way related to the readings.

I review each of these write-ups every week to see how the members of the class are understanding the readings, etc. I will **periodically** comment on them, either in person or by email to you, highlighting some interesting insights or suggesting alternative ways to improve your critical thinking. I will not respond to every single write-up every week.

After class, all the write-ups for that day will be posted to Sakai and available for your classmates to read, in case you are interested in seeing how other people are interpreting the readings.

b. Class participation also includes providing high quality written feedback to other members of the class. This includes noting strengths and weaknesses (including suggestions for improvement) of the research paper proposal/outline that each student will do.

Important point: It is easy to be critical of others’ work. The greater skill is in (1) developing the ability to give constructive criticism (How might it be done better?), and (2) recognizing that there are always trade-offs in research; every manuscript you read has both strengths and weaknesses. It is important to be able to recognize both, and not just point out the flaws. You will find that these skills come in handy as you review others’ work, either informally, as a friendly reviewer, or formally, as a reviewer for a conference and/or journal.
c. Please let me know in advance if you will miss class. Absences may affect your participation grade.

2) Discussion leadership:

Each student will assume responsibility for leading class discussions on specific topics for one or two class meetings during the semester. The assignments for the semester will be determined on the first day of class. When you are discussion leader, you should be especially well prepared for class because you will guide our analysis and integration of the readings. See appendix of this syllabus for discussion leader guidelines.

As discussion leader, you will provide each member of the class with a 1-2 page handout that structures the class and summarizes key points. Please provide me with an outline of your plan for class and your handout by 4 pm the day before class.

Be sure to structure our class time so we
- discuss individual readings (briefly—allocate more time to the following. . .)
- compare and contrast perspectives
- summarize primary themes and contributions of the overall set of readings
- identify gaps and potential areas for future research.

Be sure you provide thought-provoking discussion questions that stimulate engaging class interaction. In addition, as discussion leader, be sure to facilitate the participation of all class members and manage the discussion so we stay focused on the topic. Plan the class discussion so that we focus on comparison, contrast, and integration during at least the last 15 minutes of class. In other words, you should make sure we do not run out of time to do this part.

3) Paper

Each seminar participant will prepare a scholarly paper on a specific research topic related to organizational behavior that develops a new perspective. This paper should be your own original work and should not be part of a larger project that involves other people (although it can be part of a planned future project). In other words this should be new material, not written or developed by anyone else but yourself. This paper should NOT simply be a summary or review of the literature. Instead, it should be a conceptual paper that develops a new idea or the novel integration of two previously separate perspectives, topics, or theories. Your paper should draw on existing theoretical and empirical organizational behavior literature to develop a set of theoretically-based propositions. Although your paper should include an in-depth review of the literature on your specific topic, the primary focus of the paper should be your own unique contribution, insights, and extension of prior research. (See paper guidelines at the end of this syllabus).

Process and deadlines:

You will first prepare a proposal of your idea and paper outline and submit to me and to the class for feedback. The proposal and outline for the paper is due on March 4, 2014. This written proposal should include a 2-3 page description of your specific research topic, how it will contribute to the literature, and why you think the idea is interesting, and a rough, 1 page outline
of the paper. If you have a theoretical model in mind, go ahead and include a figure if you like. Submit 3 copies of your proposal, one for me and one for each of two classmates who will be providing feedback.

At the next class meeting (March 11, 2014), each member of class will bring two copies of written feedback on strengths, weaknesses, and suggestions (2 pages single-spaced) on the proposals of two other students. One copy of your feedback is for me, and the other for the students whose proposal you read.

Two copies of your final written paper (20 – 30 pages, double-spaced in 12 point font, with 1 inch margins – page length does not include references and attachments) accompanied by your proposal and outline (with my original feedback attached) are due by 5:00 p.m. on Friday, May 9.

4) Paper Presentations (April 29)

You should plan to prepare a PowerPoint presentation of your paper, similar to what you would do for an academic conference or job talk (except shorter, probably 12-15 minutes). We’ll talk specifics closer to presentation time.

At the beginning of the presentation, provide each class member with a two-page, single-spaced written handout (not an outline) that describes the key points in your paper, including a figure of your model.

During the presentation, describe your specific research topic, your model, proposed relationships, the theoretical justification for your propositions, and the key contributions of your paper. Your goal is to stimulate our thinking and class discussion. You should be prepared for questions from the audience.

The presentations are intentionally scheduled about 10 days before the paper is due so that you can incorporate any feedback or address any issues that arise as a result of preparing and presenting the paper.

Due Dates

Assignments are due when specified. If you do not turn in an assignment on time, this may result in a grade of zero for that component of the course. Exceptions will be considered only under critical extenuating circumstances that you discuss with me in advance of the due date and time.

Word to the wise OB students

You will need to prepare for qualifying exams in the future, and one way to help yourself in this endeavor is to begin to develop good study and organizational habits now. I would advise that you find some way that works for you to organize your readings in this course (and other seminars), perhaps even preparing outlines as you go, so that you will be somewhat more organized when you are studying for qualifying exams. Check with more senior students to see what they have done in this regard (or what they wish they had done in hindsight!).
Seminar Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and readings</th>
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<tr>
<td>January 21, Week 1</td>
<td>1. Overview of the course</td>
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<td>2. Trends</td>
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<td>3. Some characteristics of good OB scholarship (some of these you may have read if you took Susan’s class last summer; if you haven’t read these, then go ahead and get familiar with them)</td>
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<td>3. Questions – Be prepared to discuss in class</td>
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<td></td>
<td>1. What causes research topics to become “interesting” and then less interesting?</td>
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<td>2. What areas of organizational behavior interest you the most at this time? Explain.</td>
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(Note: See additional optional readings in appendix.)
**January 28, Week 2**

**Individual differences**

*Individual differences in a sampling of recent research:*


*The debate about whether individual differences matter (skim these for background):*


*Review article on GMA (a “classic”):*


*“Classic” article on personality (the most highly cited article ever in PP)*


**Optional:**


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**February 4, Week 3**

**Affect and emotion**

*Review article:*

Hillary Anger Elfenbein (2007) 7 Emotion in Organizations, The Academy of Management Annals, 1:1, 315-386, DOI: 10.1080/078559812 (**let me know if you cannot get this through library**
**Two short articles giving two sides of debate on experienced emotion and cognition:**


*Affect infusion model (one theoretical approach to relationship between cognition and affect)*


*Emotional labor – example qualitative and quantitative studies*


*New and interesting -- from psychology and neuroscience to OB: implicit (unconscious) affect --*(just skim to get the idea)*


*Optional:*


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**February 11, Week 4**

**Social cognitive processes: Attitudes and attributions**

*Recent empirical study disentangling “work engagement” from other job attitudes constructs (e.g., satisfaction):*


*Example of attribution concepts used in OB (focus on the role of attributions as you read)*

Social attitudes and job attitudes

Judge & Kammeyer-Mueller 2012. Job attitudes. Annual Review of Psychology, 63: 341-67 (this article includes a section that explains difference/relationship between social attitudes and job attitudes)

One well-known social psychological theory on the link between attitudes and behaviors:

Attribution theories – Review article:

Optional:
Locus of control-- individual differences in attributions:

Dispositions and job attitudes


February 18, Week 5

Workplace behaviors (task performance, citizenship behaviors, deviance)

Do happier workers perform better?

Organizational Citizenship Behaviors (OCB)

**Deviant workplace behaviors**


Optional:


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**February 25, Week 6**

**Motivation in the workplace I (overview and a sampling of classic theories)**

**Review:**


**Job characteristics:**


**Goal setting theory:**


**Equity theory:**


**Expectancy theory:**


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<th>Date</th>
<th>Event</th>
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<tr>
<td><strong>March 4, Week 7</strong></td>
<td><strong>Proposal and outline for final paper due</strong></td>
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<td><strong>Motivation II – Contemporary themes - Self-regulation (individuals and teams), new approaches to job design (relational job design)</strong></td>
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<td><strong>Self-regulation</strong></td>
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<td>Review article:</td>
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<td><strong>Team motivation and self-regulation:</strong></td>
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<td><strong>Relational job design:</strong></td>
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<td><strong>Optional:</strong></td>
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<td><strong>March 11, Week 8</strong></td>
<td><strong>Leadership</strong></td>
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<td><strong>Recent or semi-recent interesting papers</strong></td>
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<tr>
<td>Epitropaki O, Martin R. 2005. From ideal to real: a longitudinal study of the role of implicit leadership theories on leader-member exchanges and</td>
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employee outcomes. J. Appl. Psychol. 90:659–76

**Review of leadership theories (skim):**


**Leader-member exchange (LMX):**


**Individual differences and leadership:**


**Optional:**


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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<td>April 8,</td>
<td><strong>Negotiation and Conflict</strong></td>
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<td>Week 11</td>
<td>A couple of recent articles:</td>
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<td><strong>Negotiation - Review:</strong></td>
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<td><strong>Task/relationship conflict debate:</strong></td>
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<td><strong>Deception:</strong></td>
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<td>Shapiro &amp; Bies (1994). Threats, bluffs, and disclaimers in negotiations. Organizational Behavior and Human Decision Processes, 60, 14-___.</td>
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<tr>
<td>April 15,</td>
<td><strong>Optional-classics:</strong></td>
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<tr>
<td>Cross-cultural issues in OB (Leigh Anne Liu, Guest Facilitator)</td>
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<td>Week 12</td>
<td>First, three articles on cultural frameworks:</td>
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  Article: [http://www.sciencemag.org/content/332/6033/1100.full.pdf](http://www.sciencemag.org/content/332/6033/1100.full.pdf)  
| Second, three articles on culture’s dynamic influence on cognition and behavior: |
| **see Appendix for long list of optional readings in this area if you are interested** |

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<tr>
<th>April 22 Week 13</th>
<th>How people see their work and see themselves at work (identity, job crafting, fit, psychological contracts)</th>
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employees as active crafters of their work. Academy of Management Review, 26, 179-201.

**Person-organization fit, social exchange, psychological contracts**

*P.O. Fit*


*Psychological contracts:*


Optional

*P-O fit:*


*Exchange relationships more generally:*


*Job design/job crafting:*


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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>April 29</td>
<td>Student presentations</td>
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<td>Week 14</td>
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<td>May 6</td>
<td>Student presentations (if necessary),</td>
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<td>Week 15</td>
<td><strong>Making an Impact; Scholarly Success</strong></td>
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<td></td>
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<td>Review*, 33, 8-10.</td>
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<td></td>
<td>Judge, T.A., Cable, D.M., Colbert, A.E.,</td>
<td>What causes a management article to be cited—Article, author, or</td>
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<td>Management Journal*, 50, 775-782.</td>
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<td>doctoral programs and faculty development. *Academy of Management</td>
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<td>Journal*, 50, 769-774.</td>
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<td>Questions</td>
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<td>*Scholarly Processes (jot down your answers and be prepared to</td>
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<td>discuss in class):</td>
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<td>1. What aspects of being an academic are most intrinsically motivating</td>
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<td>to you now?</td>
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<td>2. How might this change over the next ten years?</td>
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<td>3. Develop a five year plan for yourself as a scholar.</td>
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<td>4. Describe a research question that you would pursue if you had</td>
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<td>unlimited resources.</td>
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<td>Due date:</td>
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<td><strong>Final paper due by 5:00</strong></td>
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<td>May 9</td>
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**Discussion Leader Guidelines**

Discussion Leader GOAL: To structure and guide high quality scholarly interaction

1. Establish the order for our discussion of the papers (organizing framework)
   Make sure we review / critique each paper (strengths and weaknesses)

2. Manage the discussion
   So that everyone has a chance to participate
   To keep us focused on academic aspects of the topic, not just personal anecdotes
   To provide discussion questions to stimulate engaging interaction

3. Focus the last 15 minutes of class on conclusions that integrate across all papers
   Facilitate summary, comparison, and contrast
   Discuss observations about future research

4. Prepare a short (1-2 page) handout with your organizing framework and summary of the topic.
   Include strengths and weaknesses of the literature on this topic

As a group, our goal is to listen carefully to each other and build on prior comments. We will concentrate on depth of thinking and critique (not on simple summaries or descriptions of the papers)
1. Title
   a. Attract interest and attention to your idea
   b. Specify key theories and/or constructs so readers can anticipate your topic

2. Topic and research focus
   a. In one sentence, summarize your theory building research project
   b. Focus on a particular aspect of the topic (choose a relatively narrow topic)
   c. Explain why this is an important topic

3. Theoretical framework
   a. State the one theory that provides the foundation for your work
      --This theory should be the source of the key constructs in your model, dimensions of key concepts, proposed relationships, etc.
   b. Provide citations to the original theory
   c. Indicate other theoretical perspectives that you considered

4. Key concepts and definitions of key concepts
   a. Predictors
   b. Outcomes
   c. Mediators
   d. Moderators

5. Proposed relationships
   a. State the propositions in your model.
   b. Support these proposed relationships based on theory.
   c. Attach a model/diagram that summarizes your propositions and depicts proposed relationships.

6. Boundary conditions
   a. Describe the focus and limits of your theory building
   b. Describe the contexts where your proposed relationships should be relevant.
      --This could include type of organization, group, job, geographic location, cultural values, etc.

7. Level of conceptualization
   For example - is your primary focus on actions, decisions, individuals, groups, or organizations?

8. Empirical test of your model
   While the primary focus of this paper is on developing and communicating theory, you should also devote a bit of thought to how someone (maybe you) might test this idea in the future. What sort of sample and study design would be appropriate? What challenges could you anticipate running into?
   -- This section should be one page long, two at the most.
9. That’s interesting; potential contributions
   Explain why your theory building is interesting
   Link your model back to your theoretical foundation and back to practical issues
   Explain the potential contribution of your model to research and to practice

Miscellaneous

Make sure your final product has been proofed, spell-checked, and is in proper format, including the reference list. You may use the format specified in the *Publication Manual of the American Psychological Association* (“APA format”), or you may use another style guide/format that is appropriate and accepted for top journals in your area (e.g., the format used for Academy of Management journals. To find this, see the information for authors at the AMJ website and download the style guide there.).
Appendix- optional additional readings on various topics:

**Week 1: Introduction**


**Week 12: Cross-cultural issues in OB:**

Further readings:

*Cultural Frameworks & Overviews of Cross-Cultural Research*

   *Also check out: [http://geert-hofstede.com/national-culture.html](http://geert-hofstede.com/national-culture.html)*


*Etic vs. Emic Perspectives, Indigenous Approaches to Culture*


Cross-Cultural Cognition & Behaviors

Multiculturalism, CQ, Global Identity, and Competence