Course Objective:

The objective of this course is to expose PhD students to the organizational behavior literature and relevant theories. Organizational behavior involves an understanding of human functioning within organizational life, or what I often refer to as the psychology of management. The study of organizational behavior involves researching the way people within organizations think, feel, and act. It includes understanding cognitive and emotional processes that influence behavior, the effect of context and personality on employee outcomes (e.g., job attitudes, job performance, deviance), and the way individuals function among one another, within the context of work groups/teams, and more broadly as members of organizations.

The organizational behavior literature covers a large number of topics. This course will cover the major topic areas to provide students with a solid understanding of the organizational behavior literature. Upon completing this course, students should be able to:

- Discuss theory and research across the major topic areas within the organizational behavior literature.
- Critique theory and research with the organizational behavior literature.
- Understand what constitutes a theoretical contribution.
- Start to develop their own ideas that have the potential to contribute to the literature.
- Integrate material within and across organizational behavior topics.

Learning Goals:

Additionally, this course is expected to fulfill the following learning goals:

- Knowledge of scholarly literature
- Ethics in research
- Conduct rigorous research
- Effective communication and presentation

Course Style:

Although we will spend a large part of our classes discussing the weekly articles, this will only account for apart of class time. The other part of class will be spent (a) critiquing main-point mapping assignments, (2) designing theoretical models, (3) mapping the literature, (4) discussing career tips, (5) working on paper ideas, and (6) reviewing good and bad comprehensive exam
answers. This class involves more than familiarizing students with OB literature. It is meant to set you up for success as PhD students and throughout your careers.

**Readings/Participation (15%):**

Each week you will have assigned readings. You are expected to thoroughly read and think about each article/book chapter prior to coming to class. You are expected to bring your own copies of the reading material to each class. Please note that I plan to keep the reading loads rather manageable (around 5-6 articles rather than 7-8 articles). Because you’ll only need to read a limited number of articles, I expect you to thoroughly read each article, rather than skim the articles. I will provide a supplemental reading list to serve as a resource to you in the event that you want to learn about additional organizational behavior topics and/or to prepare for your comprehensive exams.

Make sure you give yourself enough time to thoroughly read and think about each article so that you can actively participate in class discussions. Participation is a part of your course grade. Part of your participation grade also includes the following:

**Note Cards:** On the blank side of the card, please put the authors’ names and publication year. On the lined side of the card draw the theoretical model, noting the significant statistical conclusions. Next, note the article’s key contributions. Finally, note future directions, or other interesting insights, or puzzling findings that can help further develop the field of inquiry. You can add anything else that you consider valuable to the note card as well.

These note cards will serve three purposes: (1) help to prepare you for the final exam, (2) help to prepare you for comprehensive exams, and (3) serve as a launching point for class discussions.

**Assignments:**

1. **Main Point Mapping I and II (10% each, 20% overall):** Each student will have two “main point mapping” writing assignments. You are to choose an interesting research topic related to the prior weeks’ readings and to write the introduction of an empirical study (4-7 paragraphs). Each short paper will be graded according to the following criteria: a) effectiveness in ‘framing’ the impact of your proposed study; b) potential contribution of the study; c) writing style. The purpose of the exercise is to test your ability to formulate interesting research questions and to effectively frame the potential contribution of your study.

   Depending on the quality of your first attempt for each of the two assignments, you may be asked to resubmit your work after I review it. I may also use your “main point mapping” as an example during our class. In other words, your assignment may be chosen for the class to critique as part of our in-class discussion. Please see this as a very important and helpful learning opportunity.

**Due Dates:**
• The first main point mapping assignment is due on Friday, February 5th, by noon (EST).
• The second main point mapping assignment is due on Friday, February 26th, by noon (EST).

2. Individual Papers (20%): You will create a theoretical or empirical manuscript. The paper should be between 15 and 20 pages long. Your research topic and model must be approved by me before starting the manuscript. The primary purpose of this assignment is to think of a research idea that has the potential to contribute to the organizational behavior literature and to take the first steps in turning your idea into a paper that can eventually be submitted to a journal and hopefully published.

Your first submission will be 70% of your grade. I will then ask you to revise the first submission and resubmit it to me. Your second submission will be 30% of your grade. In other words, if you receive a 65% on the first submission, and a 90% on the second submission, your final grade for this assignment will be 72.5%.

I highly encourage you to submit your paper to an academic conference pending funding from your department. For example, the Southern Management Association is associated with the Journal of Management and is a well-respected regional conference. The deadline for submitting papers to the conference is Monday, April 26, 2021, 11:59 PM EST. The conference will be held in New Orleans, Louisiana from Tuesday, November 2nd – Saturday, November 6th, 2021.

Participating in SMA will help you build your vitae and gain experience presenting in front of an academic audience. If you have never attended SMA, the conference is extremely congenial and developmental. I believe it provides the perfect environment for presenting your first ideas at a conference.

Note: Students will be asked to identify three potential data collection sources to test their ideas. For example, you might have an uncle who works in the hotel industry, which could serve as a potential data collection source. I will ask you to share with the class your potential data collection sources.

Due Dates:
• First Draft: Email me your first draft by Thursday, April 1st, 2021, by 5:00 PM.
• First Draft Feedback: I will email you feedback by April 8th.
• Final Draft: Email me your final draft by Monday, April 17th, 2019, by 5:00 PM.
3. Manuscript Review (10%): Each student will be assigned to review another student’s term paper. You will receive the paper to review by the Friday after the term paper due date (4/2). Prior to this assignment, I will provide you with an example of a review. I will also provide guidelines for reviewing a paper. The purpose of this assignment is to teach you how to write constructive reviews. Reviewing is an important part of our service to the organizational behavior field. Also, by having one student and the instructor review each paper, the author of the paper will have constructive feedback from multiple sources.

**Due Date:**
- Your reviews should be sent to the authors and to me by Thursday, April 8th, 2021, by 5:00 pm.

4. Individual Presentations (15%): Each person is required to present their term paper as if they were presenting their research at an academic conference. Each presentation should last approximately 10-15 minutes. You will receive a deduction in points if you go over 15 minutes.

**Due Date:**
- All presentations will be given during class on Wednesday, April 28, 2021.

5. Final Exam (20%): The final exam will mimic comprehensive exam questions. The questions may focus on a single area or article or may ask you to integrate across areas. As with comp questions, the best answer is not only factually correct, but also insightful. I will most likely ask you to choose between one of two questions to answer. The final will be given during final exams week, sometime between **May 6th - 10th, 2021.**

**Graded Material:**
- Participation: 15%
- Main Point Mapping I: 10%
- Main Point Mapping II: 10%
- Term Paper: 20%
- Manuscript Review: 10%
- Presentation: 15%
- Final Exam: 20%

**Late Assignments:**
You can submit a late assignment within one week, but at a penalty of 50% of your grade. Thereafter, you will receive a 0% as your grade. If you notify me in advance (before the deadline) that you need a deadline extension, and you have a reason in accordance with university policy (e.g., illness, university-sponsored event), then you I may waive the late assignment penalty.

**Schedule:** Topic / Activity
Week 1 (1/20): Getting Started
Week 2 (1/27): Technology
Week 3 (2/3): Diversity
Week 4 (2/10): Deviance / Critique of Main Point Mapping
Week 5 (2/17): Behavioral Ethics / Theoretical Models

**DUE:** First Main Point Mapping Assignment (2/19, 12:00 PM)

Week 6 (2/24): Work-Life Considerations / Map of Literature – *Bottom-line Mentality*
Week 7 (3/3): Leadership / Term Paper Theoretical Models
Week 8 (3/10): Personality / Term Paper Theoretical Models

**DUE:** Second Main Point Mapping (3/12, 12:00 PM)

Week 9 (3/17): *Spring Break*

**TO DO:** Send students sample manuscript reviews.

Week 10 (3/24): Helping / Reviewing Tips
Week 11 (3/31): *No class for the purpose of preparing term papers*

**DUE:** First Draft Term Paper (4/1, 5:00 PM)

Week 12 (4/7): Affect/Emotions / General Term Paper Feedback

**DUE:** Manuscript Review (4/8, 5:00 PM)

Week 13 (4/14): Identity / General Manuscript Review Feedback

**DUE:** Final Term Paper (4/19, 5:00 PM)

Week 14 (4/21): Teams and Groups / Sample Presentation

**TO DO:** Send out good/bad comp answers.

Week 15 (4/28): **DUE -- Presentations / Critique of Exam Answers**
Week 16 (5/5): *Reading Days*
Week 17 (5/12): *Final Exam*

Please note that the schedule, course assignments, and/or readings are subject to change based on the discretion of the instructor.
TOPIC AREAS/READING LIST

WEEK 1 (1/20): Getting Started

Required Readings:


Supplemental Readings:


George (2016). Management research in AMJ. Celebrating the impact while striving for more. *AMJ*.


George et al. (2016). Understanding and tackling societal grand challenges through management research. *AMJ*.


**WEEK 2 (1/27): Technology**

**Required Readings:**


**Supplemental Readings:**

Butts et al. (in press). Hot buttons and time sinks: The effects of electronic communication during nonwork time on emotions and work-nonwork conflict. *AMJ*.

Colbert et al. (2016). From the editors: The digital workforce and the workplace of the future. *AMJ*.

Lanaj et al. (2014). Beginning the workday yet already depleted? Consequences of late-night smartphone use and sleep. *OBHDP*.


**WEEK 3 (2/3): Leadership**

**Required Readings:**


**Supplemental Readings:**


**WEEK 4 (2/10): Personality**

**Required Readings:**


4. Li et al. (2020). Can becoming a leader change your personality? An investigation with two longitudinal studies from a role-based perspective. *JAP*.


**Supplemental Readings:**


**WEEK 5 (2/17): Behavioral Ethics**

**Required Readings:**


2. Casciaro et al. (2014). The contaminating effects of building instrumental ties: How networking can make us feel dirty. *ASQ.*


5. Kilduff et al. (2016). Whatever it takes: Rivalry and unethical behavior. *AMJ.*
Supplemental Readings:

Wright et al. (2015). Maintaining the values of a profession: Institutional work and moral emotions in the emergency department. *AMJ*.


WEEK 6 (2/24): Work-Life Considerations

Required Readings:


2. Dumas & Sanchez-Burks (2015). The professional, the personal, and the ideal worker: Pressures and objectives shaping the boundary between life domains. *Academy of Management Annals*.


**Supplemental Readings:**


**WEEK 7 (3/3): Diversity**

**Required Readings:**


2. Goncalo et al. (2015). Creativity from constraint? How political correctness norm influences creativity in mixed-sex work groups. *ASQ*.


**Supplemental:**


Harrison, D. & Klein, K. (2007). What’s the difference: Diversity constructs as separation, variety, or disparity in organizations. *AMR*. 1199-1228. (Diversity)

**WEEK 8 (3/10): Organizational Deviance**

**Required Readings:**


**Supplemental Readings:**

Kammeyer-Mueller et al. (2013). Support, undermining, and newcomer socialization: Fitting in during the first 90 days. *AMJ*.


**WEEK 9 (3/17): Spring Break**

**WEEK 10 (3/24): Helping Behavior**

**Required Readings:**

1. Bolino & Grant (2016). The bright side of being prosocial at work, and the dark side, too: A review and agenda for research on other-oriented motives, behavior, and impact in organizations. *Academy of Management Annals*.


5. Yam et al. (2016). From good soldiers to psychologically entitled: Examining when and why citizenship behavior leads to deviance. *AMJ*.

**Supplemental Readings:**


**WEEK 11 (3/31): No Class**

**WEEK 12 (4/7): Affect/Emotions**

**Required Readings:**


5. Sessions et al. (2020). Do the hustle! Empowerment from side-hustles and its effects on full-time work performance. *AMJ*.

**Supplemental Readings:**


nature, sources, and consequences of fear at work. *Research in Organizational Behavior.*


**WEEK 13 (4/14): Identity**

**Required Readings:**

2. Burgess et al. (2020). Longing for the road not taken: The affective and behavioral consequences of forgone identity dwelling. AMJ.


4. Piening et al. (2020). Standing together or falling apart? Understanding employees’ response to organizational identity threats. AMR.

5. Rogers et al. (2016). Seeing more than orange: Organizational respect and positive identity transformation in a prison context. ASQ.

Supplemental:

Ashforth et al. (2016). “I identify with here,” “I identify with him”: Unpacking the dynamics of personal identification in organizations. AMR.

Koerner (2014). Courage as identity work: Accounts of workplace courage. AMJ.


**WEEK 14 (4/21): Teams and Groups**

**Required Readings:**


2. Chattopadhyay et al. (2020). Geographical dissimilarity and team member influence: Do emotions experience in the initial team meeting matter? *AMJ*.


**Supplemental:**
Tost et al. (2013). When power makes others speechless. The negative impact of leader power on team performance. *AMJ*.

Maloney et al. (2016). Contextualization and context theorizing in teams research: A look back and a path forward. *Academy of Management Annals*.

Maruping et al. (2015). Folding under pressure or rising to the occasion? Perceived time pressure and the moderating role of team temporal leadership. *AMJ*.


Humphrey, S. E., & Aime, F. Team microdynamics: Towards an organizing approach to teamwork. *AOM Annals*.

Joshi, A. (in press). By whom and when is expertise recognized? The interactive effects of gender and education in science and engineering teams. *ASQ*.


**WEEK 15 (4/28): Presentations**

**WEEK 16 (5/5): Reading Day**

**WEEK 17 (5/12): Final Exam**
OTHER TOPICS TO KNOW:

Cognition:


Decision Making:


**Motivation**

Barrick et al. (2013). The theory of purposeful work behavior: The role of personality, higher-order goals, and job characteristics. *AMJ*.


Menges et al. (in press). When job performance is all relative: How family motivation energizes effort and compensates for intrinsic motivation. *AMJ*.


Ordoñez et al. (2009). Goals gone wild. The systematic side effects of overprescribing goal setting. *AMP*.

Locke, E., & Latham, G. P. (2009). Has goal setting gone wild, or have its attackers abandoned good scholarship. *AMP*.

Ordoñez et al. (2009). On good scholarship, goal setting, and scholars gone wild. *AMP*.


**Organizational Justice**


I have a copy that I can share with the class.


**Power**

Dubois et al. (2016). Dynamics of communicator and audience power: The persuasiveness of competence versus warmth. *Journal of Consumer Research*.


Wiltermuth & Flynn (2013). Power, moral clarity, and punishment in the workplace. *AMJ.*

**Trust**


**Voice, Psychological Contract, POS**


**Positive Organizational Behavior**


THEORIES TO KNOW:


