McGill University – Desautels Faculty of Management

ORGB 705: BEHAVIORAL SCIENCES SEMINAR

Course Outline Fall 2012

Professor Ariane Ollier-Malaterre	**Course meetings**
Office: Bronfman 316 (relocated 548)	Wednesdays
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Course overview and objectives

This course introduces you to some of the basic theories and contemporary research on Organizational Behaviour (OB), the study of individuals in organizations. Since OB is a vast domain, drawing from such distinct fundamental disciplines as social psychology, sociology, and anthropology, the course can only touch the surface on most topics. Nevertheless, you will gain exposure to some of the main topics and theories that have been developed in the discipline, and develop familiarity with the various ways in which researchers active in OB today approach the study of individual behaviour. As such, this course will be valuable to any PhD students interested in social behaviour more generally.

The course is premised on the idea that, as a PhD student, your training will be best served when you are active participant in your own learning. Consequently, emphasis will be put on developing your ability to engage with the material through your critical reading and writing skills. The specific learning objectives of the course are:

1) To gain familiarity with a range of core theoretical and empirical work in OB;
2) To gain experience in critical reading and discussing of research;
3) To develop and practice writing skills for summarizing and reviewing literature;
4) To acquire skills necessary for identifying limitations of existing research and generating new research propositions;
5) To acquire skills necessary for writing a conceptual paper in standard journal article format.

Course plan

The course is structured in three parts, plus the introductory and closing sessions. Like any classification, this one too has an element of subjectivity to it. It is my hope that this organization of the material will give you a good sense of the different topics of inquiry in OB,

as well as the different ways in which scholars have approached research in these topics. We will start with classic OB topics, then we will move to topics which have entered the spotlight (relatively) more recently, grouped by the focus of researchers' attention.

In part I, Traditional OB Topics, we will examine a few topics that have preoccupied researchers since the inception of the discipline.

Part II, The Individual, deals with research on intra-individual and interpersonal processes; this literature is most often based on advances in social psychology.

Part III, The Individual in Organization, deals with the experience of individuals in organizations. Researchers in this area are typically interested in how the structure and culture of the environment (e.g. organization, occupation, or workplace) affect people; their approach often builds on advances from sociology, although social psychological or anthropological approaches are also common.

Grades

Your grade will depend on developing knowledge of the content covered in class and demonstrating fulfilment of the learning objectives outlined above. This will be assessed in three ways: through class participation (30%), a mapping presentation (30%), and final term paper (40%). The three requirements are outlined below and discussed in more detail subsequently.

Component	Weight	Due
Class participation (summaries and contribution to class discussions)	30%	Each class
Mapping presentation	30%	In class; date for each student TBD
Final term paper – conceptual outline	*Not graded*	November 7 at 5pm, by email to me
Final term paper – final draft	40%	December 12 at 5pm, by email to me
Total	100%	

Class participation

The expectations for this requirement are the following:
1. Complete all of the reading for each session and to come prepared to discuss what you have read. Indicators of careful reading are observations and questions brought to the class' attention.
2. Each student will be responsible for summarizing one of the papers in each class session and distributing the summaries to the class participants. Some tips on writing good summaries follow below. We will allocate the articles to be summarized the week before.

3. Non-presenters will be in charge of providing additional comments, insights, and reactions to the paper and to the summary presented. It is advisable to bring your list of observations and questions for each paper read.

Tips on writing useful summaries:
      The summary should be brief but to the point (1 page maximum). It should highlight each paper's central problem or issue, solution proposed, and strengths and weaknesses, as well as provide a short personal commentary on how well the paper contributes to our understanding of the session's topic. Summaries that structure their points with clear headings and subheading tend to be easier to follow, and thus more useful.
      Even when you are not presenting, it is advisable to structure your reading following the same guidelines: note the paper's central problem, solution, and intended contribution, along with any strengths, weaknesses and personal thoughts that the paper may evoke.

Mapping the intellectual space
      This assignment requires you to prepare a critical literature review for presentation to the class. To complete the assignment you need to do a 20-minute presentation and distribute the slides to the class participants. You will receive feedback on this assignment from me and your class peers. In addition, be prepared to lead part of the seminar on the relevant day to bring us up to speed on that area of the field.

      You should plan on conducting your mapping exercise on the topic on which you will want to write the final term paper. We will assign presentation days in the second class session; please review the syllabus before then and be ready to choose a day/topic which appeals to you.

      A good presentation fulfills the following criteria:
1. Clear articulation of the question or problem of interest;
2. Shows ability to find important related articles, both "upstream" and "downstream"
3. Groups existing research according to key similarities, and points out differences
4. Summarize succinctly what is known about the question or problem of interest, and what are the limitations of current knowledge
5. Draw conclusions about what questions remain open for inquiry

Tips for preparing the literature review:
      First find a particularly appealing article in one of the topic areas covered. You may use articles from the reading list or from outside the course. If using articles from outside the course, please discuss your choice with me. Summarize the article very briefly.
      Then, find and read the <u>main</u> upstream and downstream articles:
- Upstream: the articles it cites.
- Downstream: the articles that cite it (*tip*: databases like ISI Knowledge let you do this search).
- You should read enough articles to get a sense of the main contours of what has been done in this intellectual space. Try to include articles that seem important or "central" to your intellectual space (*tip:* they are cited by many others downstream).
- Summarize those articles very briefly.

Map out (draw) the intellectual space covered by this citation chain, grouping articles together by commonalities, and indicating where the differences between groups are.

Next, tell us where the gaps are in this research. You are looking for areas that are still open for inquiry, in which to place tractable and important research questions. What are the limitations of existing research? What novel and important questions can still be asked in this line of research?

Term paper

The final assignment for this class is a conceptual paper that presents a critical literature review, shows limitations of the existing literature, and proposes some directions for further inquiry. Please note that no data or analysis is necessary for this paper but it should be well-grounded in the literature we will discuss in class. The paper will be graded on comprehensiveness and analytical depth of the review. You should use the work you already did for the mapping exercise as basis for writing the paper.

The paper should include:
1. An introduction with a clear articulation of the problem/issue of interest and an outline of the main arguments of your paper.
2. A literature review of existing research, with research grouped by lineages or theoretical perspectives. This part is the bulk of the paper. It should identify commonalities and differences in existing research, and point out limitations of each strand of existing research. I expect the literature review to demonstrate knowledge of the material covered in class. I also expect it to show that you master skills for critical reading, argumentation, and writing.
3. Your interpretations of limitations and suggestions for new theory development. This is the place to present your ideas for novel research questions that could be asked next by researchers working on this problem/issue. While I do not expect you to propose a grand novel theory, I do expect to see that you can identify the boundaries (the limits) of existing research, and you can point to contingencies (conditions) under which existing theory might not hold as proposed.
4. A short conclusion of what your paper aimed to do, what it did, and why this might be important or interesting for the reader to know.

To ensure you are on track for this assignment, you will first submit a 2-page conceptual outline of the paper and meet with me to discuss it. The conceptual outline should be a succession of arguments (bullet-point form is OK), and it will form the basis for my feedback. The conceptual outline is due by **November 7**.

The final paper is due on **December 12.** It should be between 25-35 pages (double spaced, not including any tables, figures, or reference list). Use Times New Roman 12-point font and 1-inch all-around margins. This is standard formatting for submitting papers to conferences and journals, so it pays to get used to it as early as possible. For exemplars, look at papers published in either *Academy of Management Review* (the main outlet for theoretical papers in management) or in the Review Issue of the *Journal of Management* (a respectable outlet for critical reviews in the field). I strongly advise you to use a reference manager software (such as EndNote, or RefWorks) to keep track of your citations.

I encourage you to develop this paper with the expectation that it will become a publishable paper, or that it will lay the groundwork for your dissertation research. This is because the more invested you are in your topic, the better and "stickier" your learning. Consequently, I encourage you to consider submitting your finished paper to the Academy of Management Annual Meeting, whose deadline is in January.

McGill University values integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student & Disciplinary Procedures. Please see www.mcgill.ca/integrity for more information.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

<div align="center">**COURSE OUTLINE**</div>

Introduction

        Sept 5   Session 1: Introduction to research in organizational behaviour

Part I: Traditional OB topics

        Sept 12   Session 2: Dispositions, fit, and performance

        Sept 19   Session 3: Motivation

        Sept 26   Session 4: Leadership

Part II: The individual

        Oct 3   Session 5: The self

        Oct 10   Session 6: Decision making, judgment, and social influence

        Oct 17   Session 7: Professional and personal identities

        Oct 24   Session 8: Social identity

        Oct 31   Session 9: Emotions

Part III: The individual in organizations

        Nov 7   Session 10: Organizational structures and individual outcomes

        Nov 7   *Term paper outline due*

        Nov 14   Session 11: Role entry and adaptation

        Nov 21   Session 12: The social construction of the workplace

Closing

        Nov 28   Session 13: Doing research in organizational behaviour

        Dec 12   *Term paper due*

INTRODUCTION

Sept 5   Session 1: Introduction to Research in Organizational Behaviour

Pfeffer, J. 1998. Understanding organizations: Concepts and controversies. In Gilbert, D.T., Fiske, S.T. & L. Gardner (Ed.), <u>The Handbook of Social Psychology</u>, 4th ed., Vol. 2: McGraw Hill.

Rousseau, Denise M. 1997. Organizational behavior in the new organizational era. <u>Annual Review of Psychology</u>, 48: 515-546

Davis, Murray S. (1971), That's Interesting! *Philosophy of Social Science,* 1, 309-344. <u>Management Review,</u> 14: 486-489.

PART ONE: TRADITIONAL OB TOPICS

Sept 12   Session 2: Dispositions, Fit, and Performance

Schneider, B. 1987. The People Make the Place. <u>Personal Psychology</u>, 40, 437-453

Davis-Blake, A. & Pfeffer, J. 1989. "Just a Mirage: The Search for Dispositional Effects on Organizational Research." <u>Academy of Management Review</u>, 14: 385-400.

Staw, B.M. & Cohen-Charash, Y. 2005. The Dispositional Approach to Job Satisfaction: More Than a Mirage, But Not Yet an Oasis. <u>Journal of Organizational Behavior</u>, 26, 59-78

Chatman, J. 1980. Improving Interactional Organizational Research: A Model of Person-Organization Fit. <u>Academy of Management Review</u>, 14, 333-349

Leary, M.R., & Kowalski, R.A. 1990. Impression Management: A Literature Review and Two-Component Model. <u>Psychological Bulletin</u>, 107(1), 34 - 47.

Cable, D. M., & Judge, T. A. (1997). Interviewers' perceptions of person-organization fit and organizational selection decisions. <u>Journal of Applied Psychology</u>, 82, 546-561.

Sept 19   Session 3: Motivation

Roethlisberger, F. J. 1941. The Hawthorne experiments. In S. J. Ott (Ed.), 2002, *Classic readings in organizational behavior*: 35-44. Belmont, CA: Harcourt Brace.

Collins, M., & Amabile, T. M. 1999. Motivation and creativity. In R. Stenberg (Ed.), *Handbook of Creativity*: 297-312. New York, NY: Cambridge University Press.

Eisenberger, R. and Cameron, J. 1996. "Detrimental Effects of Reward: Reality or Myth?" <u>American Psychologist</u>, 51: 1153- 1166.

Hackman, J. R., & Oldham, G. 1976. Motivation through the design of work. <u>OBHDP</u>, 16: 250 – 279.

Grant, A. 2008. The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. <u>Journal of Applied Psychology</u>, 93: 108-124.

Dutton, J.A., & Wrzesniewski A. 2001. Crafting a job: Revisioning employees as active crafters of their work, <u>Academy of Management Review</u>, 26(2): 179-201.

Sep 26   Session 4: Leadership

Fiedler, F.E. 1976. The leadership game: Matching the man to the situation. <u>Organizational Dynamics</u>, 6-16.

Conger, J. & Kanungo, R. 1987. Toward a behavioral theory of charismatic leadership in organizational settings. <u>Academy of Management Review</u>, 12(4): 637 – 647.

Eagly, A.H., Makhijani, M.G., & Konsky, B.G. 1992. Gender and the evaluation of leaders: A meta-analysis. <u>Psychological Bulletin, 111</u>, 3-22.

House, R.J., Spangler, W.D, & Woycke, J. 1991. Personality and charisma in the U.S. presidency: A psychological theory of leadership effectiveness. <u>Administrative Science Quarterly</u>, 36: 364-396.

Shamir, B., House, R.J. & Arthur M.B. 1993. The motivational effects of charismatic leadership: A self-concept based theory. <u>Organization Science</u>, 4: 577-594.

Cha, S.E. & Edmondson, A. C. 2006. When values backfire: Leadership, attribution, and disenchantment in a values-driven organization. <u>Leadership Quarterly</u>, 17: 57-78

PART TWO: THE INDIVIDUAL

Oct 3   Session 5: The Self

Baumeister, R. F. (1998). The self. In: Gilbert, D.T., Fiske, S. T. et al. (Eds). <u>The handbook of social psychology, Vol. 1 (4th ed.)</u> (pp. 680-726). New York, NY: McGraw-Hill.

Goffman, E. 1959. <u>The Presentation of Self in Everyday Life</u>. New York: Anchor Books. (Introduction, Chapter 1)

Gecas, V. 1982. The self-concept. <u>Annual Review of Sociology</u>, 8, 1-33.

Swann, W. B. 1987. Identity negotiation: Where two roads meet. <u>Journal of Personality and Social Psychology</u>, 53, 1038-1051.

Markus, H., & Wurf, E.. 1987. The dynamic self-concept: A social psychological perspective. Annual Review of Psychology, 38: 299.

Brewer, M.B. & Gardner, W. 1996. Who is this "We"? Levels of collective identity and self representations. Journal of Personality and Social Psychology, 71: 83-93.

Oct 10   Session 6: Decision making, judgment, and social influence

Festinger, L. 1957. A Theory of Cognitive Dissonance (Chapter 1). Evanston, IL: Row, Peterson

Gilbert, D. T. 1996. Attribution and interpersonal perception. In A. Tesser (Ed.), Advanced Social Psychology. New York, NY: Mc Graw-Hill. Pp. 99-126. *Read Attribution part only.*

Tversky, A., & Kahneman, D. 1974. Judgment under uncertainty: Heuristics and biases. Science, 185: 1124 – 1131.
http://links.jstor.org/sici?sici=0036-8075%2819740927%293%3A185%3A4157%3C1124%3AJUUHAB%3E2.0.CO%3B2-M

Simon, H. A. 1987. Making management decisions: The role of intuition and emotion. Academy of Management Executive, 1(1): 57-64.

Cialdini, R.B., & Goldstein, N.J. 2004. Social influence: Compliance and conformity. Annual Review of Psychology, 55: 591-621

Salancik, G. R., Pfeffer, J. 1978. A social information processing approach to job attitudes and task design. Administrative Science Quarterly, 23: 224-253.

Oct 17   Session 7: Professional and personal identities

Perlow, L. A. 1998. Boundary control: The social ordering of work and family time in a high-tech corporation. Administrative Science Quarterly, 43: 328-357.

Greenhaus, J. H., & Powell, G. N. 2006. When work and family are allies: A theory of work-family enrichment. Academy of Management Review, 31: 72-92.

Ashforth, B. E., Kreiner, G. E., & Fugate, M. 2000. All in a day's work: Boundaries and micro role transitions. Academy of Management Review, 25: 472-491.

Kreiner, G.E., Hollensbe, E.C.,, & Sheep, M.L. 2009. Balancing Borders and Bridges: Negotiating the work-home interface via boundary work tactics. Academy of Management Journal, 52, 704-730.

Rothbard. N. P., Phillips. K. W., & Dumas. T. L. 2005. Managing multiple roles: Work-family policies and individuals' desires for segmentation. Organization Science, 16: 243-258.

Ollier-Malaterre, A, Rothbard, N., & Berg, J. 2012. Colliding worlds: How boundary work on online social networks impacts professional relationships. Paper presented at the Academy of Management Conference 2012, Boston.

Oct 24   Session 8: Social identity

Tajfel, H. & Turner, J.C. 1986. The social identity theory of intergroup behaviour. In S. Worchell and W.G. Austin (Eds.). *Psychology of intergroup relations*, 7(24). Chicago: Nelson-Hall

Ashforth, B.E., & Mael, F. 1989. Social identity theory and the organization. Academy of Management Review, 14, 20-29.

Dutton, J., Dukerich, J. and Harquail, C. 1994. Organizational images and member identification. Administrative Science Quarterly, 39, 239-263

Pratt, M.G. 2000. The good, the bad, and the ambivalent: Managing identification among Amway distributors. Administrative Science Quarterly, 45: 456-493.

Elsbach, K. D., & Bhattacharya, C. B. 2001. Defining who you are by what you're not: Organizational disidentification and the National Rifle Association. Organization Science, 12(4): 393-413.

Ashforth, B. E., Kreiner, G. E., Clark, M. A., & Fugate, M. 2007. Normalizing Dirty Work: Managerial Tactics for Countering Occupational Taint. Academy of Management Journal, 50(1): 149.

Oct 31   Session 9: Emotions

Rafaeli, A., & Sutton, R. I. 1987. Expression of emotion as part of the work role. Academy of Management Review, 12, 23-37.

Staw, B., Sutton, R., & Pelled, L. 1994. Employee positive emotion and favourable outcomes in the workplace. Organization Science, 5, 51 - 71.

Forgas, J. P., & George, J. M. 2001. Affective influences on judgments and behaviour in organizations: An information processing perspective. Organizational Behavior and Human Decision Processes, 86, 3-34.

Barsade, S.G. 2002. The ripple effect: Emotional contagion and its influence on group behavior. Administrative Science Quarterly, 47, 644-676.

Huy, Q. 2002. Emotional balancing of organizational continuity and radical change: The contribution of middle managers. Administrative Science Quarterly, March.

Brief, A., &Weiss, H. 2002. OB: Affect in the workplace. <u>Annual Review of Psychology</u>, 53(1): 279-307.

PART FOUR: THE INDIVIDUAL AND THE ORGANIZATION

Nov 7   **Session 10: Organizational Structures and Individual Outcomes**

Ibarra, H. 1992. Homophily and differential returns: Sex differences in network structure and access in an advertising firm. <u>Administrative Science Quarterly</u>, 37(422-447).

Ely, R. 1995. The power of demography: Women's social constructions of gender identity at work. <u>Academy of Management Journal</u>, 38: 589-634

Mehra, A., Kilduff, M., & Brass, D.J. 1998. At the margins: A distinctiveness approach to the social identity and social networks of underrepresented groups. <u>Academy of Management Journal</u>, 41: 441-452.

Pratt, M., & Rosa, J. A. 2003. Transforming Work-Family Conflict into Commitment in Network Marketing Organizations. <u>The Academy of Management Journal</u>, 46(4): 395-418.

Kilduff, M., & Day, D. 1994. Do chameleons get ahead? The effects of self-monitoring on managerial careers. <u>Academy of Management Journal</u>, 37: 1047-1060.

Podolny, J. M., & Baron, J. N. 1997. Resources and Relationships: Social Networks and Mobility in the Workplace. <u>American Sociologial Review</u>, 62: 673-693.

Nov 14   **Session 11: Role Entry and Adaptation**

Schein, E. 1971. The individual, the organization, and the career: A conceptual scheme. <u>The Journal of Applied Behavioral Science</u>, 7(4): 401.

Van Maanen, J., & Barley, S. R. 1984. Culture and control in organizations. <u>Research in Organizational Behavior</u>, 6: 287-365.

Louis, M. R. 1980. Surprise and sensemaking: What newcomers experience in entering unfamiliar organizational settings. <u>Administrative Science Quarterly</u>, 25(2): 226.

Saks, A. & Ashforth, B. 1997. Organizational socialization: Making sense of the past and present as a prologue for the future. <u>Journal of Vocational Behavior</u>, 51: 234 – 279.

Ibarra, H. 1999. Provisional selves: Experimenting with image and identity in professional adaptation. <u>Administrative Science Quarterly</u>, 44, 764-791.

Ibarra, H., & Barbulescu, R. 2010. Identity as narrative: Prevalence, effectiveness, and consequences of narrative identity work in macro work role transitions. <u>Academy of Management Review</u>, 35(1): 135-154.

Nov 21   Session 12: The Social Construction of the Workplace

Fine, G. A. 1996. Justifying work: Occupational rhetorics as resources in restaurant kitchens. <u>Administrative Science Quarterly</u>, 41: 90.

Bechky, B. A. 2003. Sharing meaning across occupational communities: The transformation of understanding on a production floor. <u>Organization Science</u>, 14: 312-330.

Bunderson, J. S., & Thompson, J. A. 2009. The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work. <u>Administrative Science Quarterly</u>, 54: 32-57.

Litrico, J B., Lee M. D., & Kossek, E. 2011. Cross-level dynamics between changing organizations and career patterns of reduced-load professionals, <u>Organization Studies</u>, 32 (12): 1678 – 1697.

Dutton, J., & Ashford, S. 1993. Selling Issues to Top Management. <u>Academy of Management Review</u>, 18(3): 397-428.

Metiu, A., & Rothbard, N. 2012. Task bubbles, artifacts, shared emotion, and mutual focus of attention: A comparative study of the micro-processes of group engagement, Organization Science, Published online before print April 3, 2012, doi: 10.1287/orsc.1120.0738.

CLOSING

Nov 28   Session 13: Doing Research in Organizational Behavior

Whetten, D. A. 1989. What constitutes a theoretical contribution? <u>Academy of Management Review</u>, 14(4): 490-495.

Golden-Biddle, K., & Locke, K. 1993. Appealing Work: An Investigation of How Ethnographic Texts Convince. <u>Organization Science</u>, 4: 595-616.

Perrow, C. 1985. Journalling careers. In L. Cummings and P. Frost (Eds.) <u>Publishing in the Organizational Sciences</u>. Homewood, IL: Richard D. Irwin, Inc. Pp. 220 – 230.

Rousseau, D. 2007. Standing out in the fields of organization science. <u>Journal of Organizational Behavior</u>, 28: 849-857.