RESEARCH IN ORGANIZATIONAL BEHAVIOR
DOCTORAL SEMINAR

BUSADMIN 996
UNIVERSITY OF WISCONSIN-MILWAUKEE

SPRING 2011

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Class: Thursday 9:30-12:10 p.m.
       LUB S341

Office Hours: Thursdays: 12:15–1:15 & by appointment

COURSE OVERVIEW AND PERSPECTIVE

This course offers an introduction to established and emerging trends, theory and research in the field of Organizational Behavior. Traditionally, the field has taken a relatively narrow perspective in examining the behaviors of individuals in organizations. However, contemporary perspectives have widened this lens to offer a more complete and thorough understanding of the role of individuals in organizational life and the effects of context in these relationships. In particular, current perspectives seek to explore, understand and articulate the behaviors, thoughts and emotions of individuals within the context of work relationships, teams, organizational and community settings. In essence, while the focus is still on the individual, the field acknowledges the embedded nature of organizational behavior. Individuals are nested within relationships and groups, and these relationships exist within and outside organizational boundaries. Moreover, organizations, communities, and groups are composed of individuals and their work relationships. In fact, organizations do not exist without individuals and the relationships developed by individuals are the means by which work is done and meaning is found in organizations.

Accordingly, you will be asked to integrate across levels of analysis in order to understand how the behaviors, thoughts and emotions of individuals influence and are influenced by organizational context. There is a strong likelihood that you have already had significant course work in macro perspectives. In this course, you will need to
develop a complementary understanding of micro psychological theories of human behavior in order to understand the mechanisms driving human behavior within organizational contexts.

This course will take a unique holistic approach that examines not only the interface between the individual and the organization, but also the effects of non-work factors on work attitudes, emotions and behaviors. For example, societal relationships among dominant and non-dominant groups affect the power, perceptions and stereotypes individuals bring to the workplace, as well as their workplace interactions, behaviors and relationships. Individuals do not leave their identities and experiences at the workplace door, but carry these experiences with them into their work environment. We know that life and work domains interact in complex, and yet to be fully articulated ways. For example, scholars are just beginning to assess the reciprocal relationship between work and life (e.g., home/community/life experiences) domains. Therefore, in this course you will be challenged to move beyond traditional perspectives. We will work together to develop integrative frameworks that explain individual behaviors, cognitions and emotions as embedded phenomenon nested within organizational, community and societal contexts. I know you are ready for this exciting intellectual adventure! So here are the particulars.

**COURSE OBJECTIVES**

1. To offer you an introduction to the core theories, concepts and research in the field of Organizational Behavior.

2. To provide an opportunity for you to engage in reflective dialogue that deepens your analytical skills and enriches your understanding of the theoretical frameworks, challenges and dilemmas facing the field.

3. To sharpen your skills as a developmental reviewer and prepare you for future research collaborations.

4. To identify exciting new areas of scholarship and to give you a head start on publishing in the field.

**REQUIREMENTS AND GRADING PLAN**

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<td>25%</td>
<td>Discussion Leadership and Class Participation</td>
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<td>Weekly Reaction Papers</td>
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<td>Peer Reviewing</td>
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<td>Research Paper</td>
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<td>5%</td>
<td>Symposium Presentation</td>
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<td>Take Home Exam</td>
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100 points
Failing to complete one or more of the above requirements will result in a failing grade for the course.

Grade Allocation: A: 93-100 points; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 60-62; F: below 59.

With the exception of the final exam and the paper, all activities will be evaluated with a three-level system involving “check” (good job: full points), “check plus” (extraordinary: extra points) and “check minus”(marginal or inadequate: fewer points). It is anticipated that most evaluations will result in a “check” and relatively few will result in the other two categories.

EXPECTATIONS FOR CREATING AN EFFECTIVE LEARNING LAB

As with any doctoral seminar, you need to attend class regularly (and promptly), read the articles, and be prepared to discuss the articles in class. That’s just the foundation. Our goal is to transform the classroom into a learning lab through interaction, engagement and participation. Participation reflects not only the presentation of your own ideas and insights, but also the degree to which you listen and thoughtfully build on your colleague’s comments and ideas. Moreover, a key goal of this course is to generate future research collaborations among the colleagues in the class, so offering ideas in a constructive, respectful and helpful way is critical towards creating a thriving intellectual climate within and outside of the classroom.

Effective class participation may include offering new and unique insights, clarifying issues and complexities, reframing and extending ideas in meaningful ways, and offering a perspective that helps the group integrate and synthesize readings, ideas, and topics. Debate and dialogue are part of the process, but always within the realm of respect and appreciation for the thoughts and feelings of others.

In order to create a true learning laboratory, we need to engage in processes involving mutual learning and discovery. There are no stupid questions (or answers). Every idea has merit and the capacity to create something bigger.

DISCUSSION LEADERS

Class members will engage in the role of discussion leader for two class sessions. Please e-mail me your top four preferences by 5 pm the day before the second class. I will do my best to accommodate your request. Discussion leaders will begin leading sessions the third week of class (e.g., session on identity). Depending on class size, discussion leaders may not be assigned for the session on mentoring.
**Responsibilities of Discussion Leaders.** The discussion leader is responsible for developing a creative class structure that engages class members while facilitating learning and the creation of new insights into the literature. There are three key elements to this role.

First, you are responsible for **getting the group to engage in a critically constructive dialogue of the issues, challenges and dilemmas raised in the readings.** Be creative in designing a session that will stimulate dialogue, interactions and perhaps the creation of knowledge. You can start with an exercise or a set of questions designed to spark discussion and debate. You may want to have the group craft integrative models or identify key gaps in the literature. For some topics, you might want to have your colleagues engage in a debate by randomly assigning members to pro or con sides of an issue. You may want to present a “concept map” that depicts relationships among the focal constructs, or you may choose to have group members develop maps individually or collectively.

It is critical that you not only have an absolutely firm grasp of the readings that week, but also that you have given significant thought to the type of questions that engender integration, debate and dialogue. Some ideas include an assessment of the similarities and differences in the approaches, assumptions, methods and conclusions of the articles. How do the articles build upon one another? What puzzles or complexities do they raise? What should be the next steps in research in this area? It’s always a nice idea to try to ask questions that you don’t know the answer to; this encourages mutual discovery rather than a “guess what I’m thinking” approach.

Second, it is critical that you thoroughly read and **integrate the thought papers** from your class colleagues. This will spark new ideas and insights into where the class is, and where they can/should go. Recall that you are not required to write a thought paper on the day that you serve as a discussant leader. In essence, you are called on to develop a “meta thought analysis” that integrates the analyses and ideas offered by your colleagues in the class. This is not a summary of the ideas presented by your colleagues; rather it is a thoughtful reflection and synthesis of the ideas, challenges, issues, and conundrums identified by the group. This meta-analysis will not be turned in, but will be instrumental in guiding your discussion and approach to the class; in order to facilitate effective dialogue you need to understand your colleague’s views, questions and ideas.

The third requirement for discussion leaders is that they need to help the group make **cross-topic connections between readings of the current session and past sessions.** You could offer this connection to the group, or have this be an exercise conducted in the later part of the class. **This integration across topics** is critical for us to see the big picture of how different topic areas connect. Are there unifying frameworks that can help us integrate across topics? Perhaps we can diagram or model these relationships? What are the challenges with integrating across topics? What are the connecting points? What research needs to be conducted that integrates not only within, but also across the topics covered in this class? This can be a very creative and exciting portion of the class.
Facilitating discussion and dialogue is a skill; it’s easy to lecture but often difficult to facilitate engagement and dialogue in a class. Each of us has a different level of this skill, but we all need to develop this skill as it is central for effective teaching. So, at the end of each session, we’ll spend a bit of time reflecting on the strategies and techniques that were most effective for facilitating dialogue. We’ll also brainstorm some ideas for techniques and methods to improve interactions in future sessions. In this way, each class will build on the preceding sessions in terms of processes and pedagogical learning. Our class sessions should therefore not only deepen your understanding of research and the critical issues facing our field, but will also serve as a learning laboratory for sharpening your facilitation skills – which will be instrumental for your academic career.

**Discussion Leader Deliverables.** As discussion leader, you are required to give your class colleagues two concrete deliverables. First, you need to provide them with summaries of the required articles for your session. These summaries will be helpful for studying for prelims and the final exam. Summaries should include the complete title and citation of the article, the core research question or issues addressed and the central objective of the article, and the significant theories, concepts, methods, results and conclusions of the article. Each article summary should be a concise one to two-page, single-spaced, typed document. The use of headings in your summary is helpful.

Second, you need to develop and disseminate a set of prelim-type questions. You need to have one question for each required reading. These questions can be inserted at the bottom of each of your summaries (under the heading: “Discussion Question”). In addition, you need to develop 2 questions (minimum) that reflect integration across readings for the session and for the course. You need to distribute copies of these questions and summaries to your colleagues (and me) before your session.

**THOUGHT PAPERS**

Each week you will need to submit a thoughtful analysis of the required readings for that week. These 1-3 page double-spaced typed analyses are due by 8 am on the day before class. You will distribute your thought papers via e-mail or D2L to the professor and your class colleagues. All class members need to read each others’ thought papers before class – so it’s very important that these papers are turned in on time. Discussion leaders do not need to write thought papers for the class they are leading, but it is critical that they read their colleagues’ thought papers in order to develop a “meta integration.” So high quality thought papers will not only help your discussion and participation in class, but will also be needed for the discussion leader to do his or her job. Since everyone will be in every role, we need to make sure that the quality is high and that people have enough lead-time to do a good job. In order to meet these goals, late papers will be penalized.

*Thought papers are not article summaries and they are not simply your subjective reaction to the readings.* The thought papers require a thoughtful integration, synthesis
and analysis of the readings. The goal of these papers is to help you, and your colleagues, identify research questions and ideas. It is not enough to say that you liked or didn’t like a reading – because that won’t help the discussion leader or your classmates move to a deeper level of analysis. So please incorporate one or more of the following questions in your thought paper:

1. What are the issues, puzzles, dilemmas and conundrums raised in this set of readings?
2. What ideas did you find to be the most exciting or generative? Why?
3. How might you use these ideas in your work?
4. In what ways do the readings in this session support, build on or contradict one another?
5. What is the connection between the readings in this topic session and earlier readings in the course? What are the points of agreement or disagreement? What gaps have you discovered in the literature?
6. What are the burning research questions that need to be answered? What types of methodological issues will be faced in conducting this research?

RESEARCH PAPERS

The final research paper may be a conceptual/theory paper or a research proposal. Aligned with *Academy of Management Review* standards, theory papers should make a substantive contribution to the field by developing new theory or models, challenging current theoretical perspectives, or by offering a synthesis of new theoretical advances or ideas in the field. Theory papers should be firmly grounded in a review of the literature, but literature reviews are insufficient for extending and developing theory. Theory papers should include diagrams that model the relationships, as well as testable propositions.

Research proposals should conform to *Academy of Management Journal* standards. They need to include a theory-based literature review, hypotheses, method section, proposed data analysis and a conclusion that discusses the practical and theoretical implications of the proposed work, as well as the methodological limitations. Your proposal must be methodologically sound and also make a clear and strong theoretical contribution to the literature. Your term paper could be a clear plan of action for a summer research project (laboratory studies would be ideal) or it could be a foundation for your dissertation. You can analyze data from an existing data set – but only if it is your sole-authored work (e.g., your data set). You may want to ask others to join you in the project after the class is finished (strongly encouraged), but your research proposal for this class needs to be a sole-authored project (just like your dissertation proposal).

Minimally, your paper needs to be of “national conference” quality (i.e., it would be accepted at the Academy of Management meeting – which is a desired outcome of this activity). “A” papers would receive a “revise and resubmit” from a leading management journal (an even more desirable outcome!).
The final research paper should therefore be a 20-25 page double-spaced, typed document. Please note that, using the Academy of Management meeting submissions as a guideline, the maximum length of your paper is capped at 40 double-spaced pages (including title page, 100 word abstract, text, tables, figures and references). The paper format should follow the *Academy of Journal’s* *Style Guide*. Papers must be written explicitly for this course. Papers that are revised or modified from other courses will not be accepted.

Please turn in two hard copies of your paper; I will keep one and return the second one, with comments, to you. The paper can be turned in the day of your presentation (Thursday). You may decide to take the weekend to revise the paper based on the feedback received from the audience. This is your choice; some people prefer to use the weekend to polish their paper, others to study for the final exam on Monday. You will not be penalized for the choice you make – as long as I receive two hard copies of your final paper in my mailbox no later than 5 pm Monday May 16th.

There are three things that will help you develop a high quality paper. First, I need to approve your paper topics to be sure you are on the right track. Second, I’ve developed a peer review process that should help you refine your work. Third, you’ll be asked to submit drafts of your paper before it is due. The deadlines are listed in the schedule and the peer review process is described below.

**PEER REVIEWS**

A key goal of this class is to develop collaborative work relationships that will result in future publications. A secondary goal is to develop and hone our reviewing skills. Peer review is a critical component of academic life and the process of reviewing yields an array of important insights into how to effectively frame and develop a manuscript.

To meet these dual goals, the class will offer two developmental peer review processes. First, you will pair up with a **review partner**. You will work with your review partner over the course of the semester; sharing ideas, dilemmas and drafts. Your review partner will serve as a sounding board and will offer specific developmental and constructive feedback on your work (which I will read and evaluate as part of their peer review grade.) Through this process, your respective papers will undergo multiple iterations -- starting with fleshed-out outlines and evolving through various stages of manuscripts to the final paper. Accordingly, you need to make sure that your review partner receives the complete first draft of your manuscript by the date listed in the schedule. As a reviewer, please use track edit and comment feature when giving feedback on your partner’s manuscript. Your peer review grade will be based on the quality of the feedback that you give your partner. Please see the schedule for deadlines for submitting drafts to your partner and for the return of reviewed manuscripts.

Please remember that your final term paper will be a **sole-authored project**. However, you may want to continue your work relationship with your writing partner by co-
authoring revisions of the work produced in this class. In other words, you can submit your sole-authored term paper to the Academy meetings, but for publication, you may want to broaden your resources (and publications) by co-authoring with your writing partner.

Second, halfway through the semester we will have a research dilemmas session. In this session you will have a full half hour to present a dilemma you face in writing or conceptualizing your research paper. The role of the class is to help you solve your research dilemma. To make the most of your 30 minutes, you need to develop a fleshed-out outline of your research paper and distribute it to your colleagues before the session. In addition to the outline, you need to include a clear statement of the dilemma you are facing and what type of help you would like from the group. Since there are no readings or thought papers that day, the fleshed-out outlines will be due 8 am the day before class (i.e., Wednesday at 8 am). This will give class colleagues time to read your outline and bring materials to class that may help you with your dilemma. Everyone will have a chance to get and give help.

Attendance at the research dilemmas session is essential and required. In order to get the most from this session you need to spend time really thinking about the type of help you need with your research project. In addition, you are required to read the fleshed-out outlines and dilemmas of your colleagues before class in order to be sure to give them the help they need in developing a high quality manuscript.

ORGANIZATIONAL BEHAVIOR SYMPOSIUM

Using the Academy of Management meeting model, we will offer a symposium on organizational behavior in our last class meeting. Just like the Academy, you will need to present a 15-minute power-point presentation of your paper to the group. Faculty and other students will be invited to attend this symposium. Please make sure that you print copies of your Power-point presentation and distribute them to the audience.

Please send me your Power-point presentation 3 days before the day of the actual presentation. This will give me time to give you feedback if you are off mark (e.g., it is too long or the font is too small etc).

The goal of this presentation is to give you practice presenting your work. In fact, for some, this may be the first time that you are presenting your work to an audience. No worries; we will be gentle and kind. A few tips that may be helpful include limiting the number of your slides (no more than 12 slides), making sure your slides are readable (larger font with a white background), not putting too much information in the slides, and tailoring the talk to your audience. Make sure to have an introduction and conclusion – with “take-aways” that are “user-friendly.” It’s better to take your time and make sure that you don’t lose the audience than try to cover too much information in too short a period of time; you don’t want to speed through your talk while leaving your audience in
the dust. Practice is key. Last, please make sure that you time your talk so you don’t run over into the next person’s session.

**FINAL EXAM**

In order to reduce stress and increase performance the final will be a take-home exam. It is an open-book exam but it must represent your individual efforts – *so do not work with others on this exam*. You need to cite sources, but there is no need to include a reference section. Your answers need to be typed, single-spaced, using 12 point Times Roman font or a font that is comparable for readability. Please remember to insert page numbers on your exam. I want the exam to be “blind-reviewed” so *please do not put your name on the exam but instead use your ID # for identification*. **You’ll need to print a hard copy of your answers; e-mailing your answers to me won’t work as it defeats the purpose of blind reviews.**

You will have 6 hours to complete the exam from the time you receive it. The exam will be electronically distributed at **9 a.m. on Thursday May 19th** (the date scheduled for final exams for this particular course section). A printed copy of your answers is due in my office at **6 p.m. (sharp)** that day (Thursday May 19th). Although you will have the exam in your possession for 9 hours, spend no more than 6 hours taking the exam. This leaves 3 hours for lunch, biological breaks, travel to campus, and even a nap if you need it. The idea is to give you time to do your best work while reducing the stress associated with taking exams.

*A Note about Readings*

A key objective of this course is to give you a solid foundation of where the field has been, where it is going, and where it needs to go. The readings selected for this course reflect this objective. I have selected a mixture of classic theory articles and reviews, core empirical studies, and contemporary research that breaks new ground in the field. In addition, I have integrated two areas of scholarship into this course: positive organizational scholarship (POS) and diversity. These areas of scholarship offer important directions and topics for future research in the field as well as fresh lenses for viewing established domains. In the spirit of cross-fertilization, I’ve included two articles that reflect these two areas of scholarship in the weekly assigned readings.

It’s best to read the readings in the order they are listed in the syllabus. In addition to the required reading list, I’ve also included an extensive buffet of recommended readings that can be a useful resource for your term papers and future research projects. *Bon Appetit!*
## Schedule at a Glance*

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<th>Date</th>
<th>Session</th>
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<td>January 27</td>
<td>Session 1</td>
<td>Introduction</td>
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<td>Making Your Mark Exercise: Rhetorical Analysis of Manuscripts</td>
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<td>February 3</td>
<td>Session 2</td>
<td>Positive Organizational Scholarship</td>
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<td>Bring a POS article to share with class.</td>
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<td>February 10</td>
<td>Session 3</td>
<td>Identity and Identification</td>
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<td>February 17</td>
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<td>February 24</td>
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<td>Person-Environment Fit</td>
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<td>March 3</td>
<td>Session 6</td>
<td>Attitudes, Affect and Emotion</td>
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<td>Select Review Partner; Research Paper Topic Approval</td>
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<tr>
<td>March 10</td>
<td>Session 7</td>
<td>Psychological Contracts, OCB and Trust</td>
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- **Fleshed Out Outlines of Papers and Dilemmas due 8 am 3/16**

| March 17   | Session 8 | Mentoring |
| March 24   | Spring Break |          |
| March 31   | Session 8 | Mentoring |

- **First draft of paper submitted to review partner by 8 am 4/4**
- **Review partner returns paper with comments to author (cc: professor) by 8 am 4/6**

| April 7    | Session 9 | Leadership |
| April 14   |            | No class: SIOP |

- **Second draft of paper submitted to professor by 8 am 4/18**

| April 21   | Session 10| Teams and Groups |
| April 28   | Session 11| Diversity |

| May 5      |            | Our Academy Awards: Award Winning Papers & Course Wrap Up |
| May 12     |            | Organizational Behavior Symposium Presentations |
|            |            | Final papers may be handed in on this day or you can revise them over the weekend and hand them in by 5pm on Monday May 16th |

May 19 (Thursday): **Take Home Exam** (Distributed: 9 am – Due: 6 pm that day)

*Schedule may be modified as class progresses*
REQUIRED AND RECOMMENDED READINGS

BUSADM 996
RESEARCH IN ORGANIZATIONAL BEHAVIOR
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Session #1: Introduction

Required


**Assignment:** Making Your Mark Exercise: Conducting a Rhetorical Analysis of the Contribution of Your Manuscript. This exercise has you use the Locke & Golden-Biddle (1997) article as a basis for revising a manuscript or term paper. This exercise is described at the end of the syllabus.

Recommended


Session #2: Positive Organizational Scholarship

Required


Assignment: Bring an article that illustrates positive organizational behavior to class. Please make copies for your class colleagues (and professor!). Be prepared to summarize the article and share its contribution. Make sure this article is not listed in the required reading list for this course.

Also, check out the website for the Center for Positive Organizational Scholarship: http://www.bus.umich.edu/Positive/ and the Center for Positive Psychology: http://www.ppc.sas.upenn.edu/
Recommended: Positive Organizational Scholarship and Positive Organizational Behavior


Recommended: Examples of POS Approach


Recommended: Positive Psychology


**Session #3: Identity and Identification**

Required


**Recommended: Identity**


Recommended Classics: Self, Social-Identity & Self-Categorization Theory


Recommended: Self-Construal Theory


Recommended: Self-Verification Theory


**Session # 4: Motivation**

**Required**


**Recommended: Motivation**


**Recommended: POS Perspectives on Motivation**


relationships, and self-esteem found to be primary universal rewards that make events satisfying.)

**Session # 5: Person-Environment Fit**

**Required**


**Recommended: P-E Fit**


Session # 6: Attitudes, Affect and Emotions

**Required**


**Recommended: Attitudes**


**Recommended: Affect & Emotions**


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[21]
**Recommended: POS Perspective on Emotions and Resilience**


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**Session # 7: Psychological Contracts, Organizational Citizenship Behavior and Trust**

**Required**


Recommended: Psychological Contracts, Perceived Organizational Support & Trust


Recommended: OCB


Recommended: Feminist Perspectives on OCB


Recommended: Justice


Recommended Classics


Session #8: Mentoring

Required


Read this before coming to class – our exercise will be based on the points raised in this chapter:


Recommended: Mentoring Books


Recommended: Mentoring Articles


**Recommended: Careers, Social Capital, Relationships, Social Networks & Socialization**


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**Session # 9: Leadership**

**Required**


**Recommended: Leadership**


Scandura, T. A. & Schreisheim, C. A. Leader-member exchange and supervisor career mentoring as complementary constructs in leadership research. Academy of Management Journal, 37 (6), 957-971


**Recommended: LMX**


**Session # 10: Teams and Groups**

**Required**


**Recommended: Teams and Groups**


**Session # 11: Diversity**

**Required**


**CLASS ASSIGNMENT: THE BURNING QUESTION.** After reading these articles, write two key burning questions on two index cards (6 X 8). The question can be related to theory, method or practice. Please do not put your name on the card. The cards will be collected (face down), and the group will brainstorm answers to these questions.
Recommended: Diversity

(See also the diversity readings listed under required reading for other topics in this syllabus)


Session # 12:  
The Academy Awards

This session will be a bit different than our other sessions. The objective of this session is to familiarize you with the research/publications that have received national recognition at our primary professional organization (the Academy of Management). Since this is a course on Organizational Behavior, I went to the OB Division website and found information on the OB Outstanding Publication Award and a list of the award-winning publications (cut and pasted below).

ASSIGNMENT: Please read the 2005-2010 award-winning publications listed below and answer the following thought paper question: If you had to give an Academy Award to the “Best of the Best” – which one of these articles would you choose and why? Are there any other articles that we read over the course of the semester that you liked more, and why?

Please make sure to offer your insights on the potential impact of your “award winner” for both theory and practice. In other words, how does this paper advance our understanding of a phenomenon, open new doors for research, and/or offer practitioners insights that can be used to improve the quality of life at work?

ACADEMY OF MANAGEMENT

OUTSTANDING PUBLICATIONS IN OB AWARD WINNERS

Award Description:

“Each year, at the annual meeting of the Academy of Management, the OB Division presents the Outstanding Publication in Organizational Behavior Award to designate the paper that represents the most significant contribution to the advancement of the field of Organizational Behavior.

Award nomination and selection process: A committee reviews the contents of important

Web link for full list of award winners going back to 1988:
http://www.obweb.org/index.php?option=com_content&view=article&id=56&Itemid=64

**OB Division Best Publication Award winners for 2005-2010:**


Assignment for First Class

Making Your Mark Exercise: Conducting a Rhetorical Analysis of the Contribution of Your Manuscript.

Karen Locke and Karen Golden-Biddle (1997) offer an interesting rhetorical analysis of the construction of scientific contributions. Their article offers useful insights into how authors can frame and construct a manuscript in order to maximize its contribution to literature. Let’s apply this to our work!

The goal of this assignment is for you to rhetorically analyze and re-write the introduction to one of your manuscripts using the framework presented by Locke & Golden-Biddle (1997) (one of your assigned readings for this week).

Locke/Golden-Biddle found that articles that made a contribution to the literature (and were published in top tier journals!) engaged in two key processes.

First, they configured the context in a way that reflects the consensus of previous work (Locke/Golden-Biddle call this “Constructing Intertextual Coherence”). In other words, these articles provided a theoretical orientation for the investigation that underscored its intellectual resources while legitimating the topic.

Examine the introduction to your manuscript (a term paper would be fine).
• Does your manuscript construct intertextual coherence? If so – which of the three forms did you use?
  Synthesized coherence (drawing connections between works not typically cited together)
  Progressive coherence (shared theoretical perspectives that advance over time; cumulative knowledge growth) or
  Noncoherence (work presented as belonging to a common program but linked by disagreement; the construction of discord).

The second process identified by Locke/Golden-Biddle is “Problematizing the Situation.” By problematizing the current literature, the author sets the stage for illustrating the contribution of his/her manuscript.
• Does your manuscript problematize the situation? If so – which of the three forms did you use?
  Incompleteness (existing literature incomplete; present study finishes work)
  Inadequate (existing literature overlooks important and relevant perspectives; present manuscript addresses oversight)
  Incommensurability (existing literature not only overlooks different/relevant perspectives, but also offers a misguided perspective – moving in the wrong direction; present manuscript points out and corrects error).

Now its time to change the theoretical trajectory of your manuscript in order to create and highlight its contribution to the literature (and help frame it for publication!). Using the track-edit feature of Word, re-write the introduction of the manuscript in order to clarify its contribution to the literature. Bring a “marked-up” and “clean” copy of your re-write to class, along with the original paper. Please be prepared to share these papers (along with insights gleaned) in class.
Statement of Academic Misconduct

Chapter UWS 14, entitled “Student Academic Disciplinary Procedures,” of the Wisconsin Administrative Code contains rules enacted by the University of Wisconsin Board of Regents that apply to all University of Wisconsin-Milwaukee students. Section 14.01 states, “The Board of Regents administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. ... Student who violate these standards must be confronted and must accept the consequences of their actions.”

Statement of Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

Discriminatory Conduct

The University of Wisconsin-Milwaukee remains steadfastly committed to the principles of academic freedom. This commitment requires an equally strong obligation to foster respect for the dignity and worth of each individual. Without this respect, the principles of academic freedom become meaningless. Moreover, relationships such as student-faculty and employee-supervisor have inherent power differences that compromise some persons’ ability to protect their own rights. Therefore, this University must provide an environment that respects the value of each individual and which does not tolerate discriminatory conduct of any kind.

University Policies Regarding Change of Registration/Adding and Dropping or Withdrawal from Classes

After initial registration, students have the opportunity to modify their class schedule by adding, dropping or withdrawing from classes during specific periods prior to the start of the semester. Such changes can be made without financial penalty until shortly before the start of the term (or before the start of a particular summer session). However, significant financial penalties can apply for changes made beyond the appropriate deadline, and some departments have unique deadlines and approval requirements governing how and when students may add and drop particular courses. Some academic programs also require their students to obtain specific approval for adding or dropping courses. Consult the most recent Schedule of Classes for dates, deadlines and procedures or contact the Business School Undergraduate Student Services office.

University Policies Regarding Repeating Courses

Unless a restriction is stated in the Schedule of Classes, undergraduates may repeat any course only once. Under exceptional circumstances, one more repeat may be allowed following approval of a written appeal to the advising office of the student's school or college. Except in the case of courses with variable content (which may be
repeated for credit as often as permitted for that particular course, as specified in UWM Bulletins), both grades earned for repeated courses will appear on the student’s academic record, but only the higher grade will be calculated into the grade point average. Students illegally repeating courses will be dropped, and "WR" will be assigned to the course on the student’s academic record.

Students who took a course as a repeat prior to Fall 1988 are entitled to one additional enrollment. Transfer students who did not previously take a course at UWM are entitled to one repeat at UWM of a course taken at a previous institution.

In courses of limited enrollment, qualified students who have not taken the course previously have priority. It is generally advisable for any student to consult an advisor before registering to repeat a course.

University Policy Regarding Incompletes
You may be given an incomplete if you have carried a subject successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above.

Since Fall 1988, undergraduates have been required to complete a course marked incomplete during the first eight weeks of the next semester of enrollment (excluding summer sessions). An extension to the end of the semester is possible if extenuating circumstances prevent you from completing the required course work during the first eight weeks.

Extensions must be recommended by the instructor and approved by the dean of your school or college. If you do not remove the incomplete during the first eight weeks of the next semester of enrollment, the report of I will lapse to F. Audits will lapse to U. Credit/No Credit will lapse to No Credit. If you do not enroll for the next semester, the report of I will lapse to W (withdrawal) after one year.

University Change of Grade Policy and Procedures
The following is from UWM Faculty Document No. 1927, May 12, 1994, entitled “Policies on Grading and Grade Records”. Grade or Record Changes. Instructors may not change a semester grade after the grade sheet has been submitted to the Registrar except for an inadvertent error in determining or recording the grade. Any change in a student’s grade or record, including retroactive change to drop, withdrawal, or incomplete, must receive the approval of the Dean of the School or College in which the student was enrolled at the time the course was taken.