

# **RESEARCH IN ORGANIZATIONAL BEHAVIOR DOCTORAL SEMINAR**

BUSADMIN 996  
UNIVERSITY OF WISCONSIN-MILWAUKEE

**SPRING 2011**

Professor: Dr. Belle Rose Ragins  
Office: Lubar Hall S357  
Phone: Home Office: 332-5134 (best place to reach me)  
School Office: 229-6823  
E-Mail: [Ragins@uwm.edu](mailto:Ragins@uwm.edu)  
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**

<b>25%</b>	<b>Discussion Leadership and Class Participation</b>
<b>20%</b>	<b>Weekly Reaction Papers</b>
<b>5%</b>	<b>Peer Reviewing</b>
<b>30%</b>	<b>Research Paper</b>
<b>5%</b>	<b>Symposium Presentation</b>
<b>15%</b>	<b>Take Home Exam</b>

---

**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 16<sup>th</sup>.

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 19<sup>th</sup>* (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\*

January 27	Session 1	Introduction <i>Making Your Mark Exercise: Rhetorical Analysis of Manuscripts</i>
February 3	Session 2	Positive Organizational Scholarship <i>Bring a POS article to share with class.</i>
February 10	Session 3	Identity and Identification
February 17	Session 4	Motivation
February 24	Session 5	Person-Environment Fit
March 3	Session 6	Attitudes, Affect and Emotion <i>Select Review Partner; Research Paper Topic Approval</i>
March 10	Session 7	Psychological Contracts, OCB and Trust

**• *Fleshed Out Outlines of Papers and Dilemmas due 8 am 3/16***

March 17     *Research Dilemmas*

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 16<sup>th</sup>*

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  
DOCTORAL SEMINAR

## Session #1: Introduction

### Required

- Rousseau, D. (1997). Organizational Behavior in the new organizational era. *Annual Review of Psychology*, 48, 515-546.
- House, R.J., Rousseau, D. M., & Thomas-Hunt, M.J. (1995). The meso paradigm: A framework for the integration of micro and macro organizational behavior. *Research in Organizational Behavior*, 17, 71-114.
- Locke, K. & Golden-Biddle, K. (1997). Constructing opportunities for contribution: Structuring intertextual coherence and “problematizing” in organizational studies. *Academy of Management Journal*, 40(5): 1023-1062. (not on exam)
- Rousseau, D. M. & Fried, Y. (2001). Location, location, location: Contextualizing organizational research. *Journal of Organizational Behavior*, 22, 1-13.
- Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31, 386-408.
- Dutton, J. E. & Dukerich, J. M. (2006). The relational foundation of research: An underappreciated dimension of interesting research. *Academy of Management Journal*, 49, 21-26.

**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

- Cappelli, P., & Sherer, P.D. (1991). The missing role of context in OB: The need for a meso-level approach. In L.L. Cummings & B.M. Staw (Eds.), *Research in Organizational Behavior* (Vol. 13), pp. 55-110.
- Pfeffer (1993). Barriers to the advance of organizational science: Paradigm development as a dependent variable. *Academy of Management Review*, 18, 599-620.

- Staw, B., & Sutton, R. I. (1993). Macro organizational psychology. In J. K. Murnighan (Ed.) *Social Psychology in Organizations: Advances in Theory and Research*. (pp. 350-384). Englewood Cliffs, NJ: Prentice Hall.
- Sutton, R. I. & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.

## **Session #2: Positive Organizational Scholarship**

### **Required**

- Luthans, F. & Youssef, C. M. (2007) Emerging positive organizational behavior. *Journal of Management*, 33(3), 321-349.
- Fineman, S. (2006) On being positive: Concerns and counterpoints. *Academy of Management Review*, 31, 270-291.
- Roberts, L. M. (2006) Response: Shifting the lens on organizational life: The added value of positive scholarship. *Academy of Management Review*, 31, 292-305.
- Spreitzer, G., Sutcliffe, K., Dutton, J., Sonenshein, S., & Grant, A. M. (2005). A socially embedded model of thriving at work. *Organization Science*, 16, 537-549.
- Dutton, J. E., Worline, M. C., Frost, P. J. & Lilius, J. (2006). Explaining compassion organizing. *Administrative Science Quarterly*, 51, 59-96.
- Barge, J. K. & Oliver, C. (2003). Working with appreciation in managerial practice. *Academy of Management Review*, 28(1), 124-142.
- Dutton, J. E. (2003) Breathing life into organizational studies. *Journal of Management Inquiry*, 12(1), 5-19.

**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**

- Avery, J. B., Luthans, E. & Youssef, C. M. (2010) The additive value of positive psychological capital in predicting work attitudes and behaviors. *Journal of Management*, 36, 430-452
- Cameron, K. S. & Spreitzer, G. M. (in press) *The Oxford Handbook of Positive Organizational Scholarship*.
- Cameron, K.S., Dutton, J. E. & Quinn, R.E. (Eds.) (2003) *Positive organizational scholarship: Foundations of a new discipline*. San Francisco: Berrett-Koehler.
- Dutton, J. & Ragins, B. R. (Eds.) (2007). *Exploring positive relationships at work: Building a theoretical and research foundation*. Mahwah, NJ: Lawrence Erlbaum and Associates.
- Luthans, F. (2002) The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior*, 23, 6, 695-706.
- Luthans, F., Avolio, B. J., Avey, J. B., Norman, S. M. (2007) Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60, 541-572.
- Luthans, F., Norman, S. M, Avolio, B. J. & Avey, J. B. 2008. The mediating role of psychological capital in the supportive organizational climate-employee performance relationship. *Journal of Organizational Behavior*, 29, 219-238.
- Luthans, F., & Youssef, C. M. (2004). Human, social, and now positive psychological capital management: Investing in people for competitive advantage. *Organizational Dynamics*, 33, 143-160.
- Luthans, F., Youssef, C. M. & Avolio, B. J. (2007). *Psychological Capital: Developing the Human Competitive Edge*. New York: Oxford.
- Nelson, D. L. & Cooper, C. L. (Eds.) (2007) *Positive Organizational Behavior*. Thousand Oaks: Sage.
- Roberts, L. & J. Dutton, J. (Eds.) (2009). *Exploring positive identities and organizations: Building a theoretical and research foundation*. Routledge Press: New York, NY
- Roberts, L. M., Dutton, J. E., Spreitzer, G. M., Heaphy, E. D. & Quinn, R. E. (2005). Composing the reflected best self-portrait: Building pathways for becoming extraordinary in work organizations. *Academy of Management Review*, 30, 712-736.
- Youssef, C. M. & Luthans, F. (2007) Positive organizational behavior in the workplace: The impact of hope, optimism and resilience. *Journal of Management*, 33, 774-800.

### **Recommended: Examples of POS Approach**

- Grant, A. (2007) Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32, 393-417.
- 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.
- Heaphy, E. D. & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. *Academy of Management Review*, 33 (1), 137-162.

Special issue: *Journal of Organizational Behavior* (Feb. 2008) Volume 29: Positive Organizational Behavior.

### **Recommended: Positive Psychology**

- Gable, S. L. & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9(2), 103-110.
- Gable, S., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The interpersonal and intrapersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87(2), 228-245.
- Keyes, C. L. M. & Haidt, J. (Eds.). (2002). *Flourishing: Positive Psychology and the Life Well-Lived*. Washington, D.C.: American Psychological Association.
- Linley, P. A. & Joseph, S. (Eds.) (2004). *Positive Psychology in Practice*. New York: Wiley.
- Lopez, S. J. & Snyder, C. R. (Eds.). (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.
- Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44-55.
- Reis, H. T., & Gable, S. L. 2003. Toward a positive psychology of relationships. In C. L. M. Keyes & J. Haidt (Eds.) *Flourishing: Positive psychology and the life well-lived* (pp. 129-159). Washington, D.C.: American Psychological Association.
- Turner, N., Barling, J. & Zacharatos, A. (2002). Positive psychology at work. In C. R. Snyder & S. J. Lopez (Eds.) (pp. 715-728). *Handbook of positive psychology*. Oxford: University Press.

## **Session #3: Identity and Identification**

### **Required**

- Ashforth, B. E., Harrison, S. H. & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management*, 34 (3), 325-374.
- 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.
- Brickson, S. (2000). The impact of identity orientation on individual and organizational outcomes in demographically diverse settings. *Academy of Management Review*, 25, 82-101.
- Roccas, S. & Brewer, M. B. (2002). Social identity complexity. *Personality and Social Psychology Review*, 6, 88-106.

- Ashmore, R. D., Deaux, K. & McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. *Psychological Bulletin*, 130, 80-114.
- Dutton, J. E., Dukerich, J. M. & Harquail, C. V. (1994). Organizational images and member identification. *Administrative Science Quarterly*, 39, 239-263.
- Dutton, J. E., Roberts, L. M. & Bednar, J. (2010) Pathways for positive identity construction at work: Four types of positive identity and the building of social resources. *Academy of Management Review*, 35, 265-293.

### **Recommended: Identity**

- Ashforth, B. E. & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14, 20-39.
- Brickson, S. L. (2005). Organizational identity orientation: Forging a link between organizational identity and organizations' relations with stakeholders. *Administrative Science Quarterly*, 50, 676-699.
- Dukerich, J. M., Golden, B. R., & Shortell, S. M. 2002. Beauty is in the eye of the beholder: The impact of organizational identification, identity, and image on the cooperative behaviors of physicians. *Administrative Science Quarterly*, 47: 507-533.
- Elsbach, K. D. (1999). An expanded model of organizational identification. *Research in Organizational Behavior*, 21, 163-200.
- Flynn, F. J. (2005). Identity orientations and forms of social exchange in organizations. *Academy of Management Review*, 30, 737-750.
- Hogg, M. A. & Terry, D. J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25, 121-140.
- Leary, M. R & Tangney, J. P (Eds.) (2003) *Handbook of self and identity*. New York: Guilford Press. (Offers excellent overview of psychological theories of self and identity).
- Meyer, J. P., Becker, T. E. & Van Dick, R. (2006). Social identities and commitments at work: Toward an integrative model. *Journal of Organizational Behavior*, 27, 665-683.
- Pratt, M.G., Rockmann, K. W., & Kaufmann, J. B. (2006). Constructing professional identity: The role of work and identity learning cycles in the customization of identity among medical residents. *Academy of Management Journal*, 49, 235-262.
- Roberts, L. M. (2005) Changing faces: Professional image construction in diverse organizational settings. *Academy of Management Review*, 30, 685-711.
- Sluss, D. & Ashforth, B. E. (2007) Relational identity and identification: Defining ourselves through others. *Academy of Management Review*, 32, 9-32.
- Stets, J. E. & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly*, 63, 224-237. (Offers nice overview of SIT and IT)

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

- Higgins, E. T. (1987) Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94, 319-340.
- Markus, H. & Wurf, E. 1987. The dynamic self-concept: A social psychological perspective. *Annual Review of Psychology*, 38, 299-337.
- Markus, H. & Kunda, Z. 1986. Stability and malleability of the self-concept. *Journal of Personality and Social Psychology*, 51, 858-866.
- Mead, G. H. 1934. *Mind, self and society*. Chicago, IL: University of Chicago Press.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (2<sup>nd</sup> ed.): 7-24. Chicago: Nelson-Hall.
- Thoits, P. A. (1983). Multiple identities and psychological well-being: A reformulation and test of the social isolation hypothesis. *American Sociological Review*, 48: 174-187.
- Turner, J. C. (1985). Social categorization and the self-concept: A social cognitive theory of group behavior. In E. J. Lawler (Ed.) *Advances in group processes: Theory and research*, vol. 2: 77-122. Greenwich, CT: JAI Press.
- Turner, J.C., & Onorato, R. S. (1999). Social identity, personality, and the self-concept: A self-categorization perspective. In T.R. Tyler, R.M. Kramer, & O.P. John (Eds.) *The psychology of the social self*: 11-46. Mahway, NJ: Lawrence Erlbaum Associates.

### **Recommended: Self-Construal Theory**

- Cross, S. E., Bacon, P. L., & Morris, M. L. (2000). The relational-interdependent self-construal and relationships. *Journal of Personality and Social Psychology*, 78, 791-808.
- Cross, S. E., & Madson, L. 1997. Models of the self: Self-construals and gender. *Psychological Bulletin*, 122, 5-37.
- Markus, H. R., & Kitayama, S. 1991. Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.
- Gelfand, M. J., Major, V. S., Rver, J. L., Nishi, L. H. & O'Brien, K. (2006). Negotiating relationally: The dynamics of the relational self in negotiations. *Academy of Management Review*, 31, 427-451. (Offers an example of how relational self-construal theory can be applied to organizations; see also: Brockner, De Cremer, van den Bos, & Chen (2005). The influence of interdependent self-construal on procedural fairness effects. *OBHDP*, 96, 155-167.)

### **Recommended: Self-Verification Theory**

- Swann, W. B., Jr. 1983. Self-verification: Bringing social reality into harmony with the self. In J. Suls & A.G. Greenwald (Eds.), *Social psychological perspectives on the self*, vol. 2:33-66. Hillsdale, NJ: Lawrence Erlbaum Associates.



- Swann, W. B., Jr. 1987. Identity negotiation: Where two roads meet. *Journal of Personality and Social Psychology*, 53: 1038-1051.
- Swann, W. B., Jr., Polzer, J. T., Seyle, D. C. & Ko, S. J. 2004. Finding value in diversity: Verification of personal and social self-views in diverse groups. *Academy of Management Review*, 29: 9-27. (Offers example of how self-verification theory can be applied to organizational context).

## **Session # 4: Motivation**

### **Required**

- Steers, R. M., Mowday, R. T., Shapiro, D. L. (2004). The future of work motivation theory. *Academy of Management Review*, 29(3), 379-387.
- Mitchell, T.R. (1997). Matching motivational strategies with organizational contexts. In B.M. Staw & R.I. Sutton (eds.), *Research in Organizational Behavior*, 19, 57-149. Greenwich, CT: JAI Press.
- Seibert, S. E., Silver, S. R., & Randolph, W. A. (2004). Taking empowerment to the next level: A multilevel model of empowerment, performance and satisfaction. *Academy of Management Journal*, 47(3), 332-349.
- Crawford, E. R., LePine, J. A. & Rich, B. L. (2010) Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. *Journal of Applied Psychology*, 95, 834-848
- Erez, A., & Isen, A. (2002). The influence of positive affect on the components of expectancy motivation. *Journal of Applied Psychology*, 87, 1055-1067.
- Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Locke, E. A., Latham, G. P. (2004). What should we do about motivation theory? Six recommendations for the 21<sup>st</sup> century. *Academy of Management Review*, 29(3), 388-403.

### **Recommended: Motivation**

- Bandura, A. (1989) Human agency in social cognitive theory. *American Psychologist*, 44, 1175-1184.
- Barrick, M. R., Stewart, G. L., & Piotrowski, M. (2002). Personality and job performance: Test of the mediating effects of motivation among sales representatives. *Journal of Applied Psychology*, 87, 43-51.

- Deci, E. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, *18*, 105-115.
- Deci, E., Koestner, R. & Ryan, R. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, *125*, 627-668.
- Eisenberger, R., & Cameron, J. (1996). Detrimental effect of reward: Reality or myth? *American Psychologist*, *51*, 1153-1166.
- Gist, M. E. & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management Review*, *17*, 183-211.
- Hackman, J.R., & Oldham, G.R. (1975). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, *16*: 250-279.
- Jenkins, G., Mitra, A., Gupta, N., & Shaw, J. (1998). Are financial incentives related to performance? A meta-analytic review of empirical research. *Journal of Applied Psychology*, *83*, 777-787.
- Kerr, S. (1975). On the folly of rewarding A while hoping for B. *Academy of Management Journal*, *18*, 769-783.
- Locke, E. A. & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, *57*, 705-717.
- Mitchell, T.R., & Mickel, A.E. (1999). The meaning of money: An individual-difference perspective. *Academy of Management Review*, *24*: 568-578.
- O'Reilly, C. A., & Chatman, J. A. (1994). Working smarter and harder: A longitudinal study of managerial success. *Administrative Science Quarterly*, *39*, 603-627.
- Pittman, T. S. (1998). Motivation. In Gilbert, D. T., Fiske, S. T., & Lindzey, G. (Eds.), *Handbook of Social Psychology, Volume 1, 4<sup>th</sup> Edition* (pp. 549-590). McGraw-Hill: New York.
- Prussia, G., & Kinicki, A. (1996). A motivational investigation of group effectiveness using social-cognitive theory. *Journal of Applied Psychology*, *81*, 187-199.

### **Recommended: POS Perspectives on Motivation**

- Gagné, M. & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, *26*(4), 331-362. (Discusses how work can satisfy intrinsic, universal needs).
- Grant, A. (2007) Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, *32*, 393-417.
- Grant, A. M. (2008). Does intrinsic motivation fuel the prosocial fire? Motivational synergy in predicting persistence, performance, and productivity. *Journal of Applied Psychology*, *93*, 48-58.
- Pratt, M. G. & Ashforth, B. E. (2003). Fostering meaningfulness in working and work. In K.S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.) *Positive organizational scholarship: Foundations of a new discipline* (pp. 309-327). San Francisco: Berrett-Koehler. (How work can motivate through meaningfulness).
- Sheldon, K.M., Elliot, A.J., Kim, Y., & Kasser, T. (2001). What is satisfying about satisfying events? Testing 10 candidate psychological needs. *Journal of Personality and Social Psychology*, *80*, 325-339. (Autonomy, competence,

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

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

### **Required**

- Chatman, J. (1989). Improving interactional organizational research: A model of person-organization fit. *Academy of Management Review*, *14*, 333-349.
- O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, *34*, 487-516.
- Schneider, B., Goldstein, H. W., & Smith, D. B. (1995). The ASA framework: An update. *Personnel Psychology*, *48*, 747-773.
- Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology*, *49*, 1-49.
- Cable, D. M., & Judge, T. A. (1997). Interviewers' perceptions of person-organization fit and organizational selection decisions. *Journal of Applied Psychology*, *82*, 546-561.
- Cable, D. M. & Edwards, J. R. (2004). Complementary and supplementary fit: A theoretical and empirical integration. *Journal of Applied Psychology*, *89*, 822-834.
- Hoobler, J. M., Wayne, S. J. & Lemmon, G. 2009. Bosses' perception of work-family conflict and promotability: Glass Ceiling Effects. *Academy of Management Journal*, *52*, 939-957.

### **Recommended: P-E Fit**

- Chatman, J. A. (1991). Matching people and organizations: Selection and socialization in accounting firms. *Administrative Science Quarterly*, *36*: 459-494.
- Ehrhart, K. H. & Ziegert, J. C. (2005). Why are individuals attracted to organizations? *Journal of Management*, *31*, 901-919.
- Kristof-Brown, A. L., Jansen, K. J., Colbert, A. E. (2002). A policy-capturing study of the simultaneous effects of fit with jobs, groups, and organizations. *Journal of Applied Psychology*, *87*, 985-993.
- Kristof-Brown, A. L., Zimmerman, R. D. & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit. *Personnel Psychology*, *58*, 281-342.
- Schneider, B. (1987). The people make the place. *Personnel Psychology*, *40*, 437-453.
- Schneider, B., Smith, D., Taylor, S., & Fleenor, J. (1998). Personality and organizations: A test of the homogeneity of personality hypothesis. *Journal of Applied Psychology*, *83*, 462-470.

## **Session # 6: Attitudes, Affect and Emotions**

### **Required**

- Barsade, S. G., Brief, A. P. & Spataro, S. E. (2003). The affective revolution in organizational behavior: The emergence of a paradigm. In J. Greenberg (Ed.) *Organizational behavior: The state of the science* (2<sup>nd</sup> ed., pp. 3-52). Mahwah, NJ. Lawrence Erlbaum.
- Judge, T. A., Thoresen, C. J., Bono, J. E. & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, *12*, 376-407.
- Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablynski, C. J. & Erez, M. (2001). Why people stay? Using job embeddedness to predict voluntary turnover. *Academy of Management Journal*, *44*, 1102-1121.
- Lefkowitz, J. (1994). Sex-related differences in job attitudes and dispositional variables: Now you see them...*Academy of Management Journal*, *37*, 323-349
- George, J. (1991). State or trait: Effects of positive mood on prosocial behaviors at work. *Journal of Applied Psychology*, *76*, 299-307.
- Fredrickson, B. L. & Losada, M. F. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist*, *60*, 678-686.

### **Recommended: Attitudes**

- Arvey, R. D., Bouchard, T. J., Segal, N. L., & Abraham, L.M. (1989). Job satisfaction: Environmental and genetic components. *Journal of Applied Psychology*, *74*, 187-192.
- Azjen, I. (2001). Nature and operation of attitudes. *Annual Review of Psychology*, *52*, 27-58.
- Bergman, M. E. (2006). The relationship between affective and normative commitment: Review and research agenda. *Journal of Organizational Behavior*, *27*, 645-663.
- Brief, A. P. (1998). *Attitudes in and around organizations*. Thousand Oaks: Sage.
- Glasman, L. R. & Albarracin, D. (2006). Forming attitudes that predict future behavior: A meta-analysis of the attitude-behavior relation. *Psychological Bulletin*, *32*, 778-822.
- Harrison, D. A., Newman, D.A. & Roth, P. L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management Journal*, *49*, 305-325.
- O'Reilly, C. & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification and internalization on prosocial behavior. *Journal of Applied Psychology*, *71*, 492-499.

- Meyer, J. P. & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*, 61-89
- Meyer, J., Paunonen, S. V., Gellatly, I. R., Goffin, R. D. & Jackson, D. N. (1989). Organizational commitment and job performance: It's the nature of the commitment that counts. *Journal of Applied Psychology, 74*, 152-156.
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology, 78*, 538-551.
- Mowday, R.T., Steers, R.M., & Porter, L.W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior, 14*: 224-247.
- Schneider, B., Hanges, P. J., Smith, B. & Salvaggio, A. (2003). Which comes first: Employee attitudes or organizational financial and market performance? *Journal of Applied Psychology, 88*, 836-851.
- Thorsesen, C. J., Kaplan, S. A., Barsky, A. P., de Chermont, K., & Warren, C. R. (2003). The affective underpinnings of job perceptions and attitudes: A meta-analytic review and integration. *Psychological Bulletin, 129*, 914-945.

### **Recommended: Affect & Emotions**

- Ashforth, B.E., & Humphrey, R.H. 1993. Emotional labor in service roles: The influence of identity. *Academy of Management Review, 18*, 88-115.
- Barsade, S. G., Ward, A. J., Turner, J. D. F., & Sonnenfeld, J. A. (2000). To your heart's content: A model of affective diversity in top management teams. *Administrative Science Quarterly, 45*(4), 802-836.
- Brief, A. P. & Weis, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology, 53*, 279-307.
- Côté, S., & Miners, C.T.H. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly, 51*: 1-28.
- George, J.M., (1990). Personality, affect, and behavior in groups. *Journal of Applied Psychology, 75*, 107-116.
- George, J.M. 2000. Emotions and leadership: The role of emotional intelligence. *Human Relations, 53*: 1027-1055.
- Grandley, A. (2003). When “the show must go on”: Surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery. *Academy of Management Journal, 46*(1): 86-96.
- Mayer, J.D., Roberts, R.D., & Barsade, S. G. (2008) Human abilities: Emotional Intelligence. *Annual Review of Psychology, 59* (1), 507-536.
- Rafaeli, A., & Sutton, R.I. 1987. Expression of emotion as part of the work role. *Academy of Management Review, 12*, 23-37.
- Staw, B. M. & Barsade, S. G. (1993). Affect and managerial performance: A test of the sadder-but-wiser vs. happier-and-smarter hypotheses. *Administrative Science Quarterly, 38*, 304-331.
- Staw, B. M., Sutton, r. I. & Pelled, , L. H. (1994) Employee positive emotion and favorable outcomes at the workplace. *Organization Science, 5* (1), 51-71.
- Van Maanen, J. & Kunda, G. (1989). “Real feelings”: Emotional expression and organizational culture. *Research in Organizational Behavior, 11*, 43-103.

## **Recommended: POS Perspective on Emotions and Resilience**

- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218-226.
- Lyubomirsky, S., King, L. A., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855.
- Tugade, M. M. & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality & Social Psychology*, 86, 320-333.

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

### **Required**

- Wolfe Morrison, E. & Robinson, S.L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review*, 22, 226-256.
- Dabos, G. E. & Rousseau, D. M. (2004). Mutuality and reciprocity in the psychological contracts of employees and employers. *Journal of Applied Psychology*, 89, 52-72.
- LePine, J. A., Erez, A. & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87, 52-65.
- Heilman, M. E. & Chen, J. J. (2005). Same behavior, different consequences: Reactions to men's and women's altruistic citizenship behavior. *Journal of Applied Psychology*, 90, 431-441.
- Tekleab, A. G., Takeuchi, R. & Taylor, M. S. (2005). Extending the chain of relationships among organizational justice, social exchange, and employee reactions: The role of contract violations. *Academy of Management Journal*, 48, 146-157.
- Kramer, R. M. (1999) Trust and distrust in organizations: Emerging perspectives, enduring questions. *Annual Review of Psychology*, 50, 569-598.

### **Recommended: Psychological Contracts, Perceived Organizational Support & Trust**

- Coyle-Shapiro, J. & Conway, N. (2005). Exchange relationships: Examining psychological contracts and perceived organizational support. *Journal of Applied Psychology, 90*, 774-781.
- Rousseau, D. M. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks: Sage.
- Rhoades, L. & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology, 87*, 698-714.
- Mayer, R. C., Davis, J. H. & Schoorman, F. D. (1995) An integrative model of organizational trust. *Academy of Management Review, 20*, 709-734.
- Lewicki, R. J., Tomlinson, E. C. & Gillespie, N. (2006). Models of interpersonal trust development: Theoretical approaches, empirical evidence and future directions. *Journal of Management, 32* (6), 991-1022.

### **Recommended: OCB**

- Konovsky, M., & Pugh, S. (1994). Citizenship behavior and social exchange. *Academy of Management Journal, 37*: 656-669.
- Moorman, R. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology, 76*: 845-855.
- Organ, D., & Konovsky, M. (1989). Cognitive versus affective determinants of organizational citizenship behavior. *Journal of Applied Psychology, 74*: 157-164.
- Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). *Organizational citizenship behavior: Its nature, antecedents and consequences*. Thousand Oaks: Sage.
- Van Dyne, L., Graham, J. W., & Dienesch, R. M. (1994). Organizational citizenship behavior: Construct redefinition, measurement and validation. *Academy of Management Journal, 37*, 765-802.
- Tepper, B. J. & Taylor, E. C. (2003). Relationships among supervisors' and subordinates' procedural justice perceptions and organizational citizenship behaviors. *Academy of Management Journal, 46*, 97-105.
- Dalal, R. S. (2005). A meta-analysis of the relationship between organizational citizenship behavior and counterproductive work behavior. *Journal of Applied Psychology, 90*, 1241-1255.

### **Recommended: Feminist Perspectives on OCB**

- Kark, R. & Waismel-Manor, R. (2005). Organizational citizenship behavior: What's gender got to do with it? *Organization, 12* (6), 889-917.
- Fletcher, J.K. (1998). Relational Practice: A Feminist Reconstruction of Work. *Journal of Management Inquiry, 7*(2), 163-187.
- Fletcher, J. K. (1999). *Disappearing acts: Gender, power and relational practice at work*. Cambridge, MA: MIT Press.

### **Recommended: Justice**

- Brockner, J., De Cremer, D., van den Bos, K., & Chen, Y-R. (2005). The influence of interdependent self-construal on procedural fairness effects. *Organizational Behavior and Human Decision Processes*, 96, 155-167.
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86, 425-445.
- Colquitt, J. A. & Greenberg, J. (2003). Organizational justice: A fair assessment of the state of the literature. In J. Greenberg (Ed.) *Organizational behavior: The state of the science* (2<sup>nd</sup> ed., pp. 165-210). Mahwah, NJ. Lawrence Erlbaum.
- Cropanzano, R. & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31, 1-27.
- Cropanzano, R., Rupp, D. E., Mohler, C. J. & Schminke, M. (2001). Three roads to organizational justice. *Research in Personnel and Human Resources Management*, 20, 1-113.
- Ehrhart, M. G. (2004). Leadership and procedural justice climate as antecedents of unit-level organizational citizenship behavior. *Personnel Psychology*, 57, 61-94.

### **Recommended Classics**

- Adams, J.S. (1963). Towards an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67: 422-436.
- Adams, S. (1965). Inequity in social exchange. *Advances in Experimental Social Psychology*, 2, 267-297.
- Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7, 117-140.
- Festinger, L. (1957). *A Theory of Cognitive Dissonance*. (pp. 1- 47). Stanford,CA: Stanford University Press.
- Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63, 597-606.



## Session #8: Mentoring

### Required

- Wanberg, C. R., Welsh, E. T., & Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. *Research in Personnel and Human Resources Management, 22*, 39-124.
- Higgins, M. C., & Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *Academy of Management Review, 26*, 264-288.
- Lankau, M. J., & Scandura, T. A. (2002). An investigation of personal learning in mentoring relationships: Content, antecedents, and consequences. *Academy of Management Journal, 45*, 779-790.
- Ragins, B. R., & Cotton, J. L. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology, 84*, 529-550.
- Ragins, B. R. (1997). Diversified mentoring relationships in organizations: A power perspective. *Academy of Management Review, 22*, 482-521.
- Ortiz-Walters, R. & Gilson, L. L. (2005). Mentoring in academia: An examination of the experiences of protégés of color. *Journal of Vocational Behavior, 67*, 459-475.

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

Ragins, B. R. (1999) Where do we go from here and how do we get there? Methodological issues in conducting research on diversity and mentoring relationships. In A. Murrell, F. J. Crosby, and R. Ely (Eds.) *Mentoring Dilemmas: Developmental Relationships Within Multicultural Organizations* (pp. 227-247). Mahwah, NJ: Lawrence Erlbaum Press.

### Recommended: Mentoring Books

- Allen, T. & Eby, L. (Eds.) (2007) *Blackwell Handbook of Mentoring: A multiple perspectives approach*. Oxford, UK: Blackwell.
- Clutterbuck, D., & Ragins, B. R. (2002). *Mentoring and diversity: An international perspective*. Oxford: Butterworth-Heinemann.
- Kram, K. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott, Foresman. (*Foundational Book*)
- Ragins, B. R. & Kram, K. E. (Eds) (2007) *The handbook of mentoring at work: Theory, research and practice*. Thousand Oaks, CA: Sage Publications.

## Recommended: Mentoring Articles

- Allen, T. D., & Eby, L. T. (2003). Relationship effectiveness for mentors: Factors associated with learning and quality. *Journal of Management, 29*(4), 469-486.
- Allen, T. D., Eby, L. T. & Lentz, E. (2006) Mentorship behaviors and mentorship quality associated with formal mentoring programs: Closing the gap between research and practice. *Journal of Applied Psychology, 91*, 567-578.
- Allen, T. A., Eby, L.T., O'Brien, K. E. & Lentz, E. (2008) The state of mentoring research: A qualitative review of current research methods and future research implications. *Journal of Vocational Behavior, 73*, 343-357.
- Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for protégés: A meta analysis. *Journal of Applied Psychology, 89*, 127-136.
- Allen, T. D., Smith, M. A., Mael, F. A., O'Shea, P. G. & Eby, L. T. (2009) Organization-level mentoring and organizational performance within substance abuse centers. *Journal of Management, 35*, 1113-1128.
- Bozionelos, N. (2004). Mentoring provided: Relation to mentor's career success, personality, and mentoring received. *Journal of Vocational Behavior, 64*, 24-46.
- Dreher, G. F., & Ash, R. A. (1990). A comparative study of mentoring among men and women in managerial, professional, and technical positions. *Journal of Applied Psychology, 75*(5), 539-546.
- Dreher, G. F., & Cox, T. H. (1996). Race, gender, and opportunity: A study of compensation attainment and the establishment of mentoring relationships. *Journal of Applied Psychology, 81*, 297-308.
- Eby, L. T. (1997). Alternative forms of mentoring in changing organizational environments: A conceptual extension of the mentoring literature. *Journal of Vocational Behavior, 51*, 125-144.
- Eby, L. T., Butts, M. M., Lockwood, A., & Simon, S. A. (2004). Protégés' Negative Mentoring Experiences: Construct Development and Nomological Validation. *Personnel Psychology, 57*, 411-447.
- Ensher, E., Heun, C., & Blanchard, A. 2003. On-line mentoring and computer mediated communication: New directions in research. *Journal of Vocational Behavior, 63*, 264-288.
- Fagenson, E. A. (1989). The mentor advantage: Perceived career/job experiences of protégés versus non-protégés. *Journal of Organizational Behavior, 10*, 309-320.
- Mullen, E. J. (1994). Framing the mentoring relationship as an information exchange. *Human Resource Management Review, 4*, 257-281.
- Murrell, A., Crosby, F. J. & Ely, R. (Eds.) (1999). *Mentoring Dilemmas: Developmental Relationships Within Multicultural Organizations*. Mahwah, NJ: Lawrence Erlbaum Press.
- Nielson, T. R., Carlson, D. S. & Lankau, M. J. (2001) The supportive mentor as a means of reducing work-family conflict. *Journal of Vocational Behavior, 59*, 364-381.
- Noe, R. A., Greenberger, D. B., & Wang, S. (2002). Mentoring: What we know and where we might go. *Research in Personnel and Human Resources Management, 21*, 129-173.

- O'Brien, K., Biga, A., Kessler, S. R. & Allen, T. D. (2010) A meta-analytic investigation of gender differences in mentoring. *Journal of Management*, 36, 537-554.
- Ramaswami, A., Dreher, G. F., Bretz, R. & Wiethoff, C. (2010) Gender, mentoring, and career success: The importance of organizational context. *Personnel Psychology*, 63, 385-405.
- Ragins, B. R., & Cotton, J.L. (1991). Easier said than done: Gender differences in perceived barriers to gaining a mentor. *Academy of Management Journal*, 34, 939-951.
- Ragins, B. R. & Verbos, A. K. (2007) Positive relationships in action: Relational mentoring and mentoring schemas in the workplace. In Dutton, J. & Ragins, B. R. (Eds.) *Exploring positive relationships at work: Building a theoretical and research foundation*. (pp: 91-116) Mahway, NJ: Lawrence Erlbaum and Associates.
- Ragins, B. R., & Scandura, T. (1994). Gender differences in expected outcomes of mentoring relationships. *Academy of Management Journal*, 37, 957-971.
- Ragins, B. R., Cotton, J. L., & Miller, J. S. 2000. Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *Academy of Management Journal*, 43, 1177-1194.
- Scandura, T.A. (1998). Dysfunctional mentoring relationships and outcomes. *Journal of Management*, 24, 449-467.
- Scandura, T. A. & Williams, E. A. (2004) Mentoring and transformational leadership: The role of supervisory and career mentoring. *Journal of Vocational Behavior*, 65, 448-469.
- Sosik, J. J., & Godshalk, V. M. (2003) Aiming for career success: The role of learning goal orientation in mentoring relationships. *Journal of Vocational Behavior*, 63, 417-437.
- Thomas, D. A. (1993). Racial dynamics in cross-race developmental relationships. *Administrative Science Quarterly*, 38, 169-194.
- Underhill, C. M. (2006) The effectiveness of mentoring programs in corporate settings: A meta-analytical review of the literature. *Journal of Vocational Behavior*, 68, 292-307.
- Young, A. M., & Perrewé, P. L. (2000). What did you expect? An examination of career-related support among mentors and protégés. *Journal of Management*, 26, 611-632.

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

- Brass, D. J. (1984). Being in the right place: A structural analysis of individual influence in an organization. *Administrative Science Quarterly*, 29, 518-539.
- Chao, G.T., O'Leary-Kelly, A.M., Wolf, S., Klein, H.J., & Gardner, P.D. (1994). Organizational socialization: Its content and consequences. *Journal of Applied Psychology*, 79, 730-743.
- Ibarra, H. (1993). Personal networks of women and minorities in management: A conceptual framework. *Academy of Management Review*, 18, 56-87.

- Lent, R. W., Brown, S. D., & Hackett, G. 1994. Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45: 79-122.
- Ng, T. W. H., Eby, L., Sorensen, K. & Feldman, D. C. (2005). Predictors of objective and subjective career success: A meta-analysis. *Personnel Psychology*, 58, 367-408.
- Rusbult, C. E. & Van Lange P. A. M., (2003) Interdependence, interaction and relationships. *Annual Review of Psychology*, 54,351-375.
- Seibert, S.E., Kraimer, M.L., & Liden, R.C. (2001). A social capital theory of career success. *Academy of Management Journal*, 44, 219-237.

## **Session # 9: Leadership**

### **Required**

- House, R.J., & Aditya, R.M. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, 23, 409-473.
- Bauer, T.N., & Green, S.G. (1996). Development of leader-member exchange: A longitudinal test. *Academy of Management Journal*, 39, 1538-1567.
- Tsui, A. & O'Reilly, C. (1989). Beyond simple demographic effects: The importance of relational demography in superior-subordinate dyads. *Academy of Management Journal*, 32, 402-423.
- Lord, R.E., Brown, D. J., & Freiberg, S. J. (1999). Understanding the dynamics of leadership: The role of follower self-concepts in the leader/follower relationship. *Organizational Behavior and Human Decision Processes*, 78, 167-203.
- Engle, E. M., & Lord, R. G. (1997). Implicit theories, self-schemas, and leader-member exchange. *Academy of Management Journal*, 40, 988-1010.
- Rosette, A. S., Leonardelli, G.J. & Phillips, K. W. (2008). The White Standard: Racial bias in leader categorization. *Journal of Applied Psychology*, 93 (4), 758-777.

### **Recommended: Leadership**

- Colella, A. & Varma, A. (2001). The impact of subordinate disability on leader-member exchange relationships. *Academy of Management Journal*, 44, 304-315.
- Brown, M. E., L. K. Treviño & Harrison, D. A. (2005) Ethical Leadership: A Social Learning Perspective for Construct Development and Testing', *Organizational Behavior and Human Decision Processes*, 97, 117-134
- Bycio, P., Hackett, R.D., & Allen, J.S. (1995). Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. *Journal of Applied Psychology*, 80: 468-478.

- Conger, J. & Kanungo, R. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review*, 12, 637-647.
- Eagly, A. H. & Karu, S. J. (2002) Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573-598.
- Eagly, A. H., Johannesen-Schmidt, M. C. & van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, 129, 4, 569-591.
- Eagly, A. H., Makhijain, M. G., & Klonsky, B. G. (1992) Gender and the evaluation of leaders: A meta-analysis. *Psychological Bulletin*, 111, 3-22.
- Hofstede, G. (1980). Motivation, leadership and organizations: Do American theories apply abroad? *Organizational Dynamics*, 9(1): 42-63.
- House, R.J., Spangler, W.D., & Woycke, J. (1991). Personality and charisma in the US. Presidency: A psychological theory of leader effectiveness. *Administrative Science Quarterly*, 36: 364-396.
- Luthans, F. & Avolio, B. (2003) Authentic leadership development. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.) (2003) *Positive organizational scholarship: Foundations of a new discipline* (pp. 241-258). San Francisco: Berrett-Koehler Publishers, Inc.
- Meindl, J.R., & Ehrlich, S.B. (1987). The romance of leadership and the evaluation of organizational performance. *Academy of Management Journal*, 30: 91-109.
- Podsakoff, P. M., MacKenzie, S. B., & Bommer, W. H. (1996). Meta-analysis of the relationships between Kerr and Jermier's substitutes for leadership and employee job attitudes, role perceptions, and performance. *Journal of Applied Psychology*, 81, 380-399.
- 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
- Waldman, D.E., & Yammarino, F.J. (1999). CEO charismatic leadership: Levels-of-management and levels-of-analysis effects. *Academy of Management Review*, 24: 266-285.

### **Recommended: LMX**

- Dienesch, R.M.S., & Liden, R.C. (1986). Leader-member exchange model of leadership: A critique and further development. *Academy of Management Review*, 11: 618-634.
- Liden, R. C., Sparrowe, R. T., & Wayne, S. J. (1997). Leader-member exchange theory: The past and potential for the future. *Research in Personnel and Human Resources Management*, 15, 47-119.
- Liden, R. C., Wayne, S. J., & Stilwell, D. (1993). A longitudinal study on the early development of leader-member exchanges. *Journal of Applied Psychology*, 78, 662-674.
- Liden, R.C., Wayne, S.J., & Stilwell, D. (1993). A longitudinal study on the early development of leader-member exchanges. *Journal of Applied Psychology*, 78: 662-674.
- Sparrowe, R. T., & Liden, R. C. (1997). Process and structure in leader-member exchange. *Academy of Management Review*, 22, 522-552.

Sparrowe, R. T. & Liden, R. C. (2005) Two routes to influence: Integrating leader-member exchange and network perspectives, *Administrative Science Quarterly*, 50, 505-535.

## **Session # 10: Teams and Groups**

### **Required**

Ilgren, D. R., Hollenbeck, J. R., Johnson, M. & Jundt, D. (2005) Teams in organizations: From input-process-output models to IMOI models. *Annual Review of Psychology*, 56, 517-543.

Jehn, K. A. (1995). A multi-method examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly*, 40(2), 256-282.

Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, 47, 644-675

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

Polzer, J. T., Milton, L. P. & Swann, W. B. Jr. (2002). Capitalizing on diversity: Interpersonal congruence in small work groups. *Administrative Science Quarterly*, 47: 296-324.

van Knippenberg, D. & Schippers, M. C. (2007) Work group diversity. *Annual Review of Psychology*, 58, 515-541.

### **Recommended: Teams and Groups**

Ancona, D.G., & Caldwell, D.F. (1992). Demography and design: Predictors of new product team performance. *Organization Science*, 3: 321-341.

Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *Academy of Management Journal*, 44, 238-251.

Joshi, A. (2006). The influence of organizational demography on the external networking behavior of teams. *Academy of Management Review*, 31, 583-595.

Kerr, N. L. & Tindale, R. S. (2004). Group performance and decision making. *Annual Review of Psychology*, 55: 623-655.

Morgeson, F. P., Reider, M. H. & Campion, M. A. (2005). Selecting individuals in team settings: The importance of social skills, personality characteristics, and teamwork knowledge. *Personnel Psychology*, 58, 583-611.

Offermann, L.R., & Spiros, R.K. (2001). The science and practice of team development: Improving the link. *Academy of Management Journal*, 44: 376-392.

- Shea, G.P., & Guzzo, R.A. (1987). Group effectiveness: What really matters? *Sloan Management Review*, 28(3): 25-31.
- Sundstrom, E., de Meuse, K.P., & Futrell, D. (1990). Work teams: Applications and effectiveness. *American Psychologist*, 45: 120-133.
- Sutton, R. I. & Hargadon, A. (1996). Brainstorming groups in context: Effectiveness in a product design firm. *Administrative Science Quarterly*, 41(4), 685-718.
- Tesluk, P. E., & Mathieu, J. E. (1999). Overcoming roadblocks to effectiveness: Incorporating management of performance barriers into models of work group effectiveness. *Journal of Applied Psychology*, 84, 200-217.

## **Session # 11: Diversity**

### **Required**

- Ragins, B. R. & Gonzalez, J.A. (2003) Understanding diversity in organizations: Getting a grip on a slippery construct. In J. Greenberg (Ed.) *Organizational behavior: The state of the science* (2<sup>nd</sup> ed., pp. 125-163). Mahwah, NJ. Lawrence Erlbaum.
- Brief, A. P. & Barsky, A. (2000). Establishing a climate for diversity: The inhibition of prejudiced reactions in the workplace. *Research in Personnel and Human Resource Management*, 19, 91-129.
- Niemann, Y. F., & Dovidio, J. F. (1998). Relationship of solo status, academic rank, and perceived distinctiveness to job satisfaction of racial/ethnic minorities. *Journal of Applied Psychology*, 83, 55-71.
- Ely, R. J. & Thomas, D. A. (2001) Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46, 229-273.
- Linnehan, F., & Konrad, A. M. (1999). Diluting diversity: Implications for intergroup inequality in organizations. *Journal of Management Inquiry*, 8 (4), 399-414.
- Ely, R. & Padavic, I. (2007). A feminist analysis of organizational research on sex differences. *Academy of Management Review*, 32 (4), 1121-1143.
- Nkomo, S.M. (1992). The emperor has no clothes: Rewriting race in organizations. *Academy of Management Review*, 17, 487-513.

**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)

- Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender and Society*, 4, 139-158.
- Alderfer, C. P. & Smith, K. K. (1982.) Studying intergroup relations embedded in organizations. *Administrative Science Quarterly*: 27: 35-65.
- Avery, D. R., McKay, P. & Wilson, D. C. (2008) What are the odds? How demographic similarity affects the prevalence of perceived employment discrimination. *Journal of Applied Psychology*, 93, 235-249.
- Brief, A. P., Dietz, J., Cohen, R. R., Pugh S. D. & Vaslow, J. B. (2000). Just doing business: Modern racism and obedience to authority as explanations for employment discrimination. *Organizational Behavior and Human Decision Processes*, 81, 72097.
- Biernat, M., & Kobrynowicz, D. (1997). Gender-and race-based standards of competence: Lower minimum standards but higher ability standards for devalued groups. *Journal of Personality and Social Psychology*, 72, 544-557.
- Chatman, J. A. & O'Reilly, C. A. (2004). Asymmetric reactions to work group sex diversity among men and women. *Academy of Management Journal*, 47, 193-208.
- Chatman, J. A., Polzer, J. T., Barsade, S. G., & Neale, M. A. (1998). Being different yet feeling similar: The influence of demographic composition and organizational culture on work processes and outcomes. *Administrative Science Quarterly*, 43: 749-780.
- Cox, T. H. Jr., & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. *Academy of Management Executive*, 5 (3), 45-67.
- Crocker, J., Major, B. & Steele, C. (1998). Social stigma. In D. Gilbert, S. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4<sup>th</sup> edition) (pp. 504-553). Boston: McGraw-Hill.
- Crosby, F. J., Iyer, A., Clayton, S., & Downing, R. A. (2003). Affirmative action: Psychological data and the policy debates. *American Psychologist*, 58, 93-115.
- Brickson, S. (2000). The impact of identity orientation on individual and organizational outcomes in demographically diverse settings. *Academy of Management Review*, 25 (1), 82-101.
- Dipboye, B. & Colella, A. (Eds.) (2005). *Discrimination at work: Psychological and organizational bases* (pp. 177-201). Mahwah, NJ: Lawrence Erlbaum Press.
- Eagly, A. H. & Karu, S. J. (2002) Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573-598.
- Eagly, A. H. & Carli, L. L. 2007. *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press.
- Ely, R. (1994). The effects of organizational demographics and social identity on relationships among professional women. *Administrative Science Quarterly*, 39, 203-238.
- Ely, R. J. (1995). The power in demography: Women's social constructions of gender identity at work. *Academy of Management Journal*, 38 (3), 589-634.



- Fein, S., & Spencer, S. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, 73, 31-44.
- Fitzgerald, L. F., Drasgow, F., Hulin, C. L., Gelfand, M. J., & Magley, V. J. (1997). Antecedents and consequences of sexual harassment in organizations: A test of an integrated model. *Journal of Applied Psychology*, 82, 578-589.
- Flynn, F. J., Chatman, J. A. & Spataro, S. E. (2001). Getting to know you: The influence of personality on impressions and performance of demographically different people in organizations. *Administrative Science Quarterly*, 46, 414-442.
- Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56, 109-118.
- Hare-Mustin, R. T. & Marecek, J. (1988) The meaning of difference: Gender theory, post modernism, and psychology. *American Psychologist*, 43 (6), 455-464.
- Harrison, D. A. & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32, 4, 1199-1228.
- Harrison, D. A., Price, K. H., & Bell, M. P. (1998). Beyond relational demography: Time and the effects of surface- and deep-level diversity on work group cohesion. *Academy of Management Journal*, 41(1), 96-107.
- Harrison, D. A., Price, K. H., Gavin, J. H., & Florey, A. T. (2002) Time, teams, and task performance: Changing effects of surface- and deep-level diversity on group functioning. *Academy of Management Journal*, 45, 1029-1045.
- Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder. *Journal of Social Issues*, 57 (4), 657-674.
- Heilman, M. E., Wallen, A. S., Fuchs, D. & Tamkins, M. M. (2004) Penalties for success: Reactions to women who succeed at male gender-typed tasks. *Journal of Applied Psychology*, 89, 416-427.
- Ibarra, H. (1992). Homophily and differential returns: Sex differences in network structure and access in an advertising firm. *Administrative Science Quarterly*, 37, 422-447.
- Ibarra, H. (1993). Personal networks of women and minorities in management: A conceptual framework. *Academy of Management Review*, 18, 56-87.
- Jackson, S. E., Joshi, A. & Erhardt, N. L. (2003). Recent research on team and organizational diversity: SWOT analysis and implications. *Journal of Management*, 29, 801-830.
- James, E. H., Brief, A. P., Dietz, J., & Cohen, R. R. (2001). Prejudice matters: Understanding the reactions of Whites to affirmative action programs targeted to benefit Blacks. *Journal of Applied Psychology*, 86, 1120-1128.
- Kanter, R. M. (1977) *Men and women of the corporation*. New York: Basic Books.
- Kanter, R. M. (1977). Some effects of proportions on group life: Skewed sex ratios and responses to token women. *American Journal of Sociology*, 82, 965-990.
- Konrad, A. M., Prasad, P. & Pringle, J. K. (Eds.) (2006). *Handbook of workplace diversity*. Thousand Oaks: Sage.
- Lau, D. C. & Murnighan, J. K. (1999) Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review*, 23, 325-340.

- Lawrence, B. S. (1997). The black box of organizational demography. *Organization Science*, 8 (1), 1-22.
- Lyness, K. S. & Heilman, M. E. (2006). When fit is fundamental: Performance evaluations and promotions of upper-level female and male managers. *Journal of Applied Psychology*, 91, 777-785.
- Lyness, K. S., & Thompson, D. E. (2000). Climbing the corporate ladder: Do female and male executives follow the same route? *Journal of Applied Psychology*, 85, 86-101.
- Major, B. & O'Brien, L. T. (2005) The social psychology of stigma. *Annual Review of Psychology*, 56, 393-421.
- McKay, P. F., Avery, D. R. & Morris, M. A. 2008. Mean racial-ethnic differences in employee sales performance: The moderating role of diversity climate. *Personnel Psychology*, 61, 349-374.
- Milliken, F. J., & Martins, L. L. (1996). Searching for common threads: Understanding the multiple effects of diversity in organizational groups. *Academy of Management Review*, 21 (2), 402-433.
- Nkomo, S. M., & Cox, T. H., Jr. (1996). Diverse identities in organizations. In S. R. Clegg, C. Hardy, & W. R. Nord (Eds.), *Handbook of Organization Studies* (pp. 338-356). London: Sage. (need to be scanned)
- Pelled, L. H. (1996). Demographic diversity, conflict, and work group outcomes: An intervening process theory. *Organization Science*, 7 (6), 615-631.
- Pelled, L. H., Eisenhardt, K. M., & Xin, K. R. (1999). Exploring the black box: An analysis of work group diversity, conflict, and performance. *Administrative Science Quarterly*, 44 (1), 1-28.
- Pettigrew, T. F. (1998) Intergroup contact theory. *Annual Review of Psychology*, 49, 65-85.
- Powell, G. (Ed.) (1999) *Handbook of gender and work*. Thousand Oaks, CA: Sage.
- Ragins, B. R. (2008). Disclosure disconnects: Antecedents and consequences of disclosing invisible stigmas across life domains. *Academy of Management Review*, 33, 194-215.
- Ragins, B. R. (2004) Sexual orientation in the workplace: The unique work and career experiences of gay, lesbian and bisexual workers. *Research in Personnel and Human Resources Management*, 23, 37-122.
- Ragins, B. R. & Cornwell, J. M. (2001) Pink Triangles: Antecedents and consequences of workplace discrimination against gay and lesbian employees. *Journal of Applied Psychology*, 86, 6, 1244-1261.
- Ragins, B. R. & Sundstrom, E. (1989) Gender and power in organizations: A longitudinal perspective. *Psychological Bulletin*, 105, 1, 51-88.
- Richard, O. C. (2000). Racial diversity, business strategy, and firm performance: A resource-based view. *Academy of Management Journal*, 43, 164-177.
- Riordan, C. M. (2000). Relational demography within groups: Past developments, contradictions, and new directions. *Research in Personnel and Human Resources Management*, 19, 131-173.
- Riordan, C. & Shore, L. (1997). Demographic diversity and employee attitudes: An empirical examination of relational demography. *Journal of Applied Psychology*, 82, 342-358.
- Schmader, T., Johns, M. & Forbes, C. (2008) An integrated process model of stereotype threat on performance. *Psychological Review*, 115, 336-356.

- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identities and performance. *American Psychologist*, *52*, 613-629.
- Steele, C. M. & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, *69*, 797-811.
- Tsui, A. S., Egan, T. D. & O'Reilly, C. A. 1993. Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, *37*, 549-579.
- Wharton, A. (1992). The social construction of gender and race in organizations: A social identity and group mobilization perspective. *Research in the Sociology of Organizations*, *10*, 55-84.
- Zatzick, C. D., Elvira, M. M., & Cohen, L. E. (2003) When is more better? The effects of racial composition on voluntary turnover. *Organization Science*, *14*, 483-496.

## **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

publication outlets for award nominees: Academy of Management Journal, Academy of Management Review, Administrative Sciences Quarterly, Journal of Applied Psychology, Journal of Management, Journal of Organizational Behavior, Journal of Vocational Behavior, Organizational Behavior and Human Decision Processes, Organization Science, and Personnel Psychology. However, the committee also welcomes award nominations from Academy members.”

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](http://www.obweb.org/index.php?option=com_content&view=article&id=56&Itemid=64)

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

- 2010 Winner: Bunderson, J. S. & Thompson, J. A. (2009) The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work, *Administrative Science Quarterly*, 54, 32-57.
- 2009 Winner: Margolis, J. & Molinsky, A (2008) Navigating the bind of necessary evils: Psychological engagement and the production of interpersonally sensitive behavior, *Academy of Management Journal*, 51(5), 847-872.
- 2008 Winner: Chatterjee, A. & Hambrick, D. C. (2007) It's all about me: Narcissistic chief executive officers and their effects on company strategy and performance, *Administrative Science Quarterly*, 52(3), 351-386
- 2007 Winner: Kreiner, G., Hollensbe, E. & Sheep, M. (2006) Where is the "me" among "we"? Identity work and the search for optimal balance", *Academy of Management Journal*, 49(5), 1031-1057.
- 2006 Winner: Sparrowe, R. T. & Liden, R. C. (2005) Two routes to influence: Integrating leader-member exchange and network perspectives, *Administrative Science Quarterly*, 50, 505-535
- 2005 Winner: Seibert, S. E., Silver, S. R., & Randolph, W. A., (2004) Taking empowerment to the next level: A multiple-level model of empowerment, performance, and satisfaction. *Academy of Management Journal*, 47, 332-349. *(note that we already read this for our session on motivation)*

## 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 it's 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.

**University of Wisconsin-Milwaukee  
School of Business Administration  
Course Syllabus Template  
(to be attached to all course syllabi)**

**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.