

RESEARCH THEORIES IN MANAGEMENT SCIENCE II (SPECIFIC TRACK)

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OBJECTIVES

Organizational behavior concerns the study of actions and attitudes of individuals and groups toward one another and toward the organization as a whole, and its effect on the organization's functioning and performance.

The objectives of this seminar are:

1. To relate your own research interests to research in the Organizational Behavior domain.
2. Understand how to evaluate the quality of research contributions from different perspectives.
3. To motivate your own research interests identifying opportunities for theoretical and practical contribution and communicating them effectively.

To accomplish these objectives we will study a selection of important topics in the domain, and critically analyze the relationship between theory, empirical evidence and practical implications.

METHODOLOGY

The course material a set of articles published in academic journals in the area of organizational behavior. The main methodology used in the course is discussion, which relies heavily on the input from students. A useful source for this purpose is the paper: *Campion, M. A. (1993). Article review checklist - a criterion checklist for reviewing research articles in applied psychology, Personnel Psychology, 46:3, 705 -706.*

PROGRAM

SESSION 1 (FACE TO FACE)

OB RESEARCH DOMAIN

Welcome to the course! We will talk about the course setup and how to construct contribution to the field of OB. Please read the readings carefully.

R.A.: *Heath, C., & Sitkin, S. (2000). Big-B versus Big-O: An examination into what is distinctly organizational about organizational behavior. Journal of Organizational Behavior, 22 (1): 1-16.*

R.A.: *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.*

R.A.: *Pfeffer, J. (2007). Human resources from an organizational behavior perspective: Some paradoxes explained. Journal of Economic Perspectives, 21(4), 115-134.*

SESSIONS 2 - 3 (FACE TO FACE)

RESEARCH DESIGN IN OB

In this session, we will discuss your research interests and different research designs to address research questions you are interested in. Please read the materials carefully, and outline a short presentation (15minutes) on your research interests including some preliminary research questions and research design options. Send your presentation to the professor for review 2 days prior the session.

R.A.: *Aguinis, H., & Vandenberg, R. J. (2014). An ounce of prevention is worth a pound of cure: Improving research quality before data collection. Annual Review of Organizational Psychology and Organizational Behavior, 1: 569–595.*

R.A.: *Spector, P. & Meier, L. (2014). Methodologies for the study of organizational behavior processes: How to find your keys in the dark, Journal of Organizational Behavior, 35:8, 1109 -1119.*

B.C.: *Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in*

organizations. Contextual, temporal, and emergent processes

SESSION 4 (FACE TO FACE)

MOTIVATION

R.A.: Deci, E., Olafsen, A.H. & Ryan, M. (2017). Self-determination theory in work organizations: The state of a science, *Annual Review of Organizational Psychology and Organizational Behavior*, Vol. 4, 2017, pp. 19–43.

R.A.: Cerasoli, C. P., Nicklin, J. M. & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: a 40-year meta-analysis. *Psychological bulletin*, 140(4), 980 -1008.

R.A.: Schweitzer, M.E., Ordonez, L., & Douma, B. (2004). Goal setting as a motivator of unethical behavior. *Academy of Management Journal*, 47, 422-432.

SESSION 5 (FORUM)

PERSON-SITUATION DEBATE

R.A.: Edwards, J. R., & Cable, D. M. (2009). The value of value congruence. *Journal of Applied Psychology*, 94(3), 654-677.

R.A.: Judge, T. A. & Zapata, C. P. (2015). The person-situation debate revisited: Effect of situation strength and trait on the validity of the big five personality traits in predicting job performance. *Academy of Management Journal*, 58:4, 1149-1179.

T.N.: Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31: 386–408.

SESSION 6 (FACE TO FACE)

JOB CRAFTING

R.A.: Grant, A. M., & Parker, S. K. (2009). Redesigning work design theories: the rise of relational and proactive perspectives, *Academy of Management Annals*, 3:1, 317–375.

R.A.: Zhang, F. & Parker, S. K. (2019). Reorienting job crafting research: A hierarchical structure of job crafting concepts and integrative review, *Journal of Organizational Behavior*, 40, 126-146.

R.A.: Bindl, U. K., Unsworth, K. L., Gibson, C. B. & Stride, C. B. (2019). Job crafting revisited: implications of an extended framework for active changes at work, *Journal of Applied Psychology*, 104:5, 605-628.

SESSION 7 (FACE TO FACE)

LEADERSHIP (leader-focused)

R.A.: Heracleous, L. & Klaering, L. A. (2014). Charismatic leadership and rhetorical competence: An analysis of Steve Jobs's rhetoric, *Group & Organization Management*, 39:2, 131-161.

R.A.: Menges, J. I., Kilduff, M., Kern, S. & Bruchc, H. (2015) The awestruck effect: Followers suppress emotion expression in response to charismatic but not individually considerate leadership. *The Leadership Quarterly*, 26, 627–641.

R.A.: Hoch, J. E. et al. (2018). Do Ethical, Authentic, and Servant Leadership Explain Variance Above and Beyond Transformational Leadership? A Meta-Analysis, *Journal of Management*, 44: 2, 501–529.

SESSION 8 (FACE TO FACE)

LEADERSHIP (network-focused)

R.A.: Carter, D. et al. (2015). *Social network approaches to leadership: An integrative conceptual review*, *Journal of Applied Psychology*, 100:3, 597-622.

R.A.: Chiu, C.-Y., Balkundi, P. & Weinberg, F. J. (2017). *When managers become leaders: The role of manager network centralities, social power, and follower's perception of leadership*, *Leadership Quarterly*, 28, 334-348.

R.A.: Zohar, D. & Tenne-Gazit, O. (2008). *Transformational leadership and group interaction as climate antecedents: A social network analysis*, *Journal of Applied Psychology*, 93:4, 744-757.

SESSION 9 (FACE TO FACE)

TEAMS

R.A.: Carson, J. B., Tesluk, P. E., Marrone, J. A. (2007). *Shared leadership in teams: An investigation of antecedent conditions and performance*, *Academy of Management Journal*, 50: 5, 1217–1234.

R.A.: Hu, J. & Liden, R.C. (2015). *Making a difference in the teamwork: Linking team prosocial motivation to team processes and effectiveness*, *Academy of Management Journal*, 58: 4, 1102–1127.

R.A.: Morgeson, F. P., DeRue, D. S., & Karm, E. P. (2010). *Leadership in teams: A functional approach to understanding leadership structures and processes*, *Journal of Management*, 36: 1, 5-39.

SESSION 10 (FACE TO FACE)

DIVERSITY

R.A.: Homan, A. C., Gündemir, S., Buengeler, C., & van Kleef, G. A. (2020, January 23). *Leading Diversity: Towards a Theory of Functional Leadership in Diverse Teams*. *Journal of Applied Psychology*. Advance online publication.

R.A.: Kukenberger, M. R., & D'Innocenzo, L. (2020). *The building blocks of shared leadership: The interactive effects of diversity types, team climate, and time*, *Personnel Psychology*, 73:1, 125-150.

R.A.: Shore, L. M. et al. (2011). *Inclusion and diversity in work groups: A review and model for future research*, *Journal of Management*, 37:4, 1262-1289.

SESSION 11 (FACE TO FACE)

POWER

R.A.: Murat, T., Greer, L.L. & Groenen, P.J.F. (2016). *When does power disparity help or hurt group performance?* *Journal of Applied Psychology*, 101(3), 415 -429.

R.A.: Tost, L.P., Gino, F. & Larrick, R.P. (2013). *When power makes others speechless: the negative impact of leader power on team performance*. *Academy of Management Journal*, 56:5, 1465 -1486.

R.A.: Aime, F., Humphrey, S., Derue, D. S., & Paul, J. B. (2014). *The riddle of heterarchy: Power transitions in cross-functional teams*, *Academy of Management Journal*, 57:2, 327-352.

SESSION 12 (FACE TO FACE)

AUTONOMY AND CONTROL

R.A.: Barker, J. R. (1993). *Tightening the iron cage: Concertive control in self-managing teams*, *Administrative Science Quarterly*, 38, 408-437.

R.A.: Langfred, C.W. & Rockmann, K.W. (2016). *The push and pull of autonomy: The tension between individual autonomy and organizational control in knowledge work*, *Group & Organization Management*, 41(5), 629–657.

R.A.: Lee, M. Y. & Edmondson, A. C. (2017). *Self-managing organizations: Exploring the limits of less-hierarchical organizing*, *Research in Organizational Behavior*, 37, 35–58.

SESSION 13 (FACE TO FACE)

ORGANIZATIONAL CLIMATE AND CULTURE

R.A.: Michel, A. (2011). *Transcending socialization: a nine-year ethnography of the body's role in organizational control and knowledge workers' transformation*, *Administrative Science Quarterly*, 56:3, 325–368.

R.A.: Schein, E. H. (1990). *Organizational culture*, *American Psychologist*, 45: 2, 109-119.

R.A.: Schneider, B., Salvaggio, A. N., & Subirats, M. (2002). *Climate strength: A new direction for climate research*. *Journal of Applied Psychology*, 87, 220–229.

SESSIONS 14 - 15

PRESENTATION OF FINAL PAPERS

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	50 %	50 percent of your grade will be based on discussion on the papers and class interaction
Final Paper	50 %	50 percent of your grade will be based on a research proposal

Participation

The participation grade is based on the quality of contributions (well-thought and insightful) and the completeness of the analysis (research questions, theoretical models, methods, and limitations) during the face-to-face sessions and forums. Each session is graded separately and the sum of the session grades is averaged for the final participation grade.

Final paper

Your assignment is to develop a research proposal for a topic related to any of the OB subjects you have seen throughout our course. Please make sure you build on the papers assigned for this course. This will be approximately a 17-page paper (excluding references), double spaced, 12 point font.

Your proposal should consist of the following components:

1. *Introduction*: Focus of the study and value-added - This section should introduce the challenge, puzzle, or problem that motivates your study and the more specific research question you are addressing. What is the overarching research question? In other words, what are you investigating? Why does it matter? Why is it interesting? How will answering this research question inform existing theory and practice? What story can you tell when the research has been done?

2. *Literature Review & Hypotheses* - This section should give a summary of the existing research related to the research question you are examining (using in-text citation). The section should include identification of the independent and dependent variable(s) you chose, and rationale for why they are appropriate for your chosen research question. For quantitative research, you should also outline more specific research hypotheses related to the expected relationships between variables based on theory (a minimum of one hypothesis, maximum 3 hypotheses).

3. *Proposed Methodology* – In this section you need to describe your proposed research methodology and justify its use. What is the study design? Why is it appropriate? How will you collect data? Include a description of the sample, number of people to be contacted, general overview of data analysis that will follow, and any ethical considerations. You should also identify the measure(s) you would use to operationalize your constructs, and why those measures would be appropriate for your research question.

For quantitative studies, the method section typically consists of the following sections:

1. Design - What kind of design do you choose? Is it cross-sectional, longitudinal, experimental? Are you using primary or secondary data? Why?

2. Sample - Who will take part in your study? What kind of sampling procedure do you use?

3. Procedures - How do you plan to carry out your study? What activities are involved? How long does it take? How are ethical considerations (human subjects, etc.) addressed?

4. Measures – What kind of measuring instruments, questionnaires, observations, interviews, experiments, etc. will you use? Why did you choose them?

5. Data analysis – How will you analyze the data? How will you make sure your conclusions from your data will be valid and reliable?

Use APA format, and include a references section that gives complete bibliographical citation for each reference used in your proposal.