B791
Field Survey: Organizational Behaviour & Organizational Theory
Fall 2019 Course Outline
Organizational Behaviour Component

Human Resources and Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This seminar course provides an introduction to the core and emerging issues in organizational behaviour research. The objectives of this course are to (1) provide students with an overview of selected theories in OB, and (2) to develop students' abilities to critically assess and conduct research on OB topics.

This course will be conducted as a seminar. There will be six three-hour meetings. This format allows students to:

1.   Test their understanding of theories and concepts presented in the readings.
2.   Develop skills in communicating ideas, in developing and presenting arguments, in listening to and understanding others, and in challenging others' views in a way that advances everyone's understanding.
3.   Learn to think independently and critically: you will need to be able to analyze the theoretical and methodological contributions and deficiencies of the articles that are being discussed. These skills will be useful to you when you conduct your own independent research.

In this course, the role of the professor will be to stimulate and guide student discussion. I will ask questions and encourage you to present, and support, different points of view in discussion.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Aaron Schat	Office: DSB 417
Associate Professor of Organizational Behaviour & Human Resources Management	Office Hours: by appointment
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www.degroote.mcmaster.ca

COURSE DESCRIPTION

This seminar focuses on the theoretical foundations necessary for advanced research in organizational behaviour (OB) and organizational theory (OT). Key theories and models will be discussed and contrasted, and empirical support examined. Students will undertake in-depth and critical analyses of the relevant literature, focusing in particular on recent reviews and primary studies published in the top journals in the fields. The overall objectives of this seminar are to provide a fundamental understanding of theoretical frameworks in the OB and OT fields and to develop their abilities to critically assess and conduct research.

EVALUATION

Notes about the types of assessments used as well as notes regarding how group work will be evaluated.

Components and Weights

Final Paper	50%
Weekly Summaries	25%
Discussion Leading	12%
Participation	13%
Total	**100%**

Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

Grade	Points	Equivalent Percentages
A+	12	90 – 100
A	11	85 – 89
A-	10	80 – 84
B+	9	77 – 79
B	8	73 – 76
B-	7	70 – 72
F	0	69 and under

One-Page Reports (25%)

Each week, **there are (usually) 4-6** assigned readings, that include review chapters and empirical articles. For each reading, students are required to write a summary of approximately one page (between a ½ page and 1½ pages is fine; single spaced, 1" margins, 12-point Times New Roman font, name and student number can go in a header), where you answer the following questions: (1) what is the article saying – i.e., what is (are) the key contribution(s) of the study? (2) what do I agree with? (3) what do I disagree with? (4) what could have been improved in the study/article? (5) what is my overall assessment?

All work must be completed independently. Each week's article summaries should be submitted to me **via email the day before our class**, according to the order of the class schedule. Late submissions will not be accepted.

Final Paper (50%)

Your paper will consist of a research article proposal for an OB topic of the student's choice (in consultation with the instructor). The paper will review the existing literature, provide theoretical justifications for the hypotheses, and describe how these hypotheses would be tested. That is, students will be writing a standard research article except that the data will not have yet been collected (therefore there will be no results or discussion section). The paper should be double spaced, with 1" margins, 12-point Times New Roman font, a title page with name and student number, maximum 40 pages including references.

I am flexible about your choice of topics (e.g., you might like to choose something related to your dissertation), but you should discuss your choice with me before beginning. You are not required to choose a topic that we have discussed in class, although I expect you to choose a micro- or meso-level topic.

This paper is due exactly two weeks after our final class meeting.

Participation (13%) and Discussion Leading (12%)

Participation. All students are expected to demonstrate their understanding of the course material, verbally, in class. Generally, you should err on the side of participating more than you would ordinarily. Your comments and questions help to make the entire course more interesting and enjoyable for everyone. There is no penalty for being "wrong" but there is a (small) penalty for being silent.

Professional academic demeanour is mandatory at all times. Academic discourse requires that opinions be expressed honestly and respectfully. Behaviours or comments that would be inappropriate in a conference or other classroom setting are also inappropriate in this seminar.

For each class, you should read all the assigned book chapters and articles. If you are not already familiar with the topics being covered, then you may find it useful to read an introductory textbook in organizational behaviour for some fundamental background on the topic.

Discussion Leading. In addition to participating in a discussion of the articles, you will also be responsible for initiating and leading the discussion of one of the assigned readings each week. Arrangements will be made to ensure that each student takes responsibility for a different article (I can assign these, or you can discuss and agree among yourselves). Your preparation to lead a discussion of an article would include preparing several questions related to the article (e.g., its introduction, methods, key findings, conclusions, etc.) that will stimulate a discussion among you and the other members of the class.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

MISSED ACADEMIC WORK

Late assignments will not be accepted. No extensions are available except under

extraordinary circumstances. Please discuss any extenuating situation with your instructor at the earliest possible opportunity.

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Program Office normally within 10 days of the beginning of term. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

POTENTIAL MODIFICATION TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be

communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

COURSE SCHEDULE

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Organizational Behaviour Component

WEEK	TOPIC	ARTICLES AND ASSIGNMENTS
1	**Introduction to OB / The Person and Situation**	Heath, C., & Sitkin, S. B. (2001). Big-B versus big-O: What is organizational about organizational behavior? Journal of Organizational Behavior, 22, 43-58. Staw, Barry. (2016). Stumbling toward a social psychology of organizations. Annual Review of Organizational Psychology and Organizational Behavior. Johns, G. (2006). The essential impact of context on organizational behavior. Academy of Management Review, 31, 386-408. Judge, T. A., Zapata, C. P. (2015). The person-situation debate revisited: Effect of situation strength and trait activation on the validity of the Big Five personality traits in predicting job performance. Academy of Management Journal, 58, 1149-1179. Hollenbeck, J. R., & Wright, P. M. (2017). Harking, sharking, and tharking: Making the case for post hoc analysis of scientific data. Journal of Management, 43, 5-18. Recommended Reading: The article below presents the concepts of "moderation" and "mediation" which will help you to interpret and understand many of the papers you read throughout the term. If these concepts are not familiar to you, you should read this article. Baron, R. M. & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. Journal

		of Personality and Social Psychology, 51, 1173-1182
2	**Functional and Dysfunctional Behaviours** **Focal Theories: Various**	Connelly, C. E., & Zweig, D. (2015). How perpetrators and targets construe knowledge hiding in organizations. *European Journal of Work and Organizational Psychology, 24*(3), 479-489. Fernando, D., & Prasad, A. (in press). Sex-based harassment and silencing in academia: How people are led to reluctant acquiescence. *Human Relations.* Sirola, N., & Pitesa, M. (2017). Economic downturns undermine workplace helping by promoting a zero-sum construal of success. *Academy of Management Journal, 60*(4), 1339-1359. Note: Lance Ferris (D.L. Ferris) is visiting and presenting a talk on September 17 – a day before our second class in this course. Therefore, I am including two of his articles for our consideration and discussion. Ferris, D. L., Fatimah, S., Yan, M., Liang, L. H., Lian, H., & Brown, D. J. (2019). Being sensitive to positives has its negatives: An approach/avoidance perspective on reactivity to ostracism. *Organizational Behavior and Human Decision Processes, 152*, 138-149. Lian, H., Ferris, D. L., & Brown, D. J. (2012). Does power distance exacerbate or mitigate the effects of abusive supervision? it depends on the outcome. *Journal of Applied Psychology, 97*, 107-123.
3	**Motivation, Engagement and Work Attitudes** **Focal Theories: Social Exchange Theory; Identity Theory; Self-Determination Theory**	Greguras, G. J., & Diefendorff, J. M. (2009). Different fits satisfy different needs: Linking person-environment fit to employee commitment and performance using self-determination theory. Journal of Applied Psychology, 94, 465-477. Meyer, J. P. (2017). Has engagement had its day. Organizational Dynamics, 2(46), 87-95. Meyer, J. P., Stanley, L. J., & Parfyonova, N. M. (2012). Employee commitment in context: The nature and implication of commitment profiles. Journal of Vocational Behavior, 80(1), 1-16. Schabram, K., & Maitlis, S. (2017). Negotiating the challenges of a calling: Emotion and enacted sensemaking in animal shelter work.

		Academy of Management Journal, 60(2), 584-609. Wrzesniewski, A., Schwartz, B., Cong, X., Kane, M., Omar, A., & Kolditz, T. (2014). Multiple types of motives don't multiply the motivation of West Point cadets. Proceedings of the National Academy of Sciences, 111(30), 10990-10995.
4	**Social Identity in Organizations**	Baran, B.B., Rogelberg, S.G., & Clausen, T. (2016). Routinized killing of animals: Going beyond dirty work and prestige to understand the well-being of slaughterhouse workers. *Organization, 23,* 351-369. Bartel, C. A., Wrzesniewski, A., & Wiesenfeld, B. M. (2012). Knowing where you stand: Physical isolation, perceived respect, and organizational identification among virtual employees. *Organization Science, 23*(3), 743-757. Giessner, S. R., van Knippenberg, D., van Ginkel, W., & Sleebos, E. (2013). Team-Oriented Leadership: The Interactive Effects of Leader Group Prototypicality, Accountability, and Team Identification. *Journal of Applied Psychology*, 98(4), 658-667. Reid, EM. (2015). Embracing, Passing, Revealing and the Ideal Worker Image: How People Navigate Expected and Experienced Professional Identities. *Organization Science*, 26(4): 997-1017. Ten Brummelhuis, L. T., Johns, G., Lyons, B. J., & ter Hoeven, C. L. (2016). Why and when do employees imitate the absenteeism of co-workers? *Organizational Behavior and Human Decision Process, 134*, 16-30.
5	**Affect and Emotions** **Focal Theories: Emotional Labour, Social Identity**	Chapters / Review Articles Carmeli, A., Brammer, S., Gomes, E., & Tarba, S. Y. (2017). Ethic of care and employee involvement in sustainability-related behaviors: A social identity perspective. Journal of Organizational Behavior, 38, 1380-1395. Kim, E., & Glomb, T. M. (2014). Victimization of high performers: The roles of envy and work group identification. Journal of Applied Psychology, 99(4), 619. Uy, M. A., Lin, K. J., & Ilies, R. (2017). Is it better to give or receive? The role of help in buffering the depleting effects of surface acting. Academy of Management Journal, 60(4), 1442-1461.

		Articles on Meetings co-authored by Steven Rogelberg (Visiting Scholar) Allen, J. S., Lehmann-Willenbrock, N., & Rogelberg, S. G. (in press). Let's get this meeting started: Meeting lateness and actual meeting outcomes. Journal of Organizational Behavior. Thomas, J. S., Olien, J. L., Allen, J. A., Rogelberg, S. G., & Kello, J. E. (2018). Faking it for the higher-ups: Status and surface acting in workplace meetings. Group & Organization Management, 43, 72-100.
6	**Work-related Stress and Health** **Focal Theories: Job demands and resources theory; Conservation of Resources theory; Self-regulation theory**	Review/Theory article (do not provide summary) Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. Journal of Applied Psychology, 86(3), 499. De Rond, M., & Lok, J. (2016). Some things can never be unseen: The role of context in psychological injury at war. Academy of Management Journal, 59(6), 1965-1993. Schat, A. C. H., & Frone, M. R. (2011). Exposure to psychological aggression at work and job performance: The mediating role of job attitudes and personal health. Work & Stress, 25, 23-40. Zhang, Y., Lepine, J. A., Buckman, B. R., & Wei, F. (2014). It's not fair… or is it? The role of justice and leadership in explaining work stressor-job performance relationships, Academy of Management Journal, 57, 675-697.