B795
Research Issues: Organizational Behaviour and Organizational Theory
Fall 2019, Course Outline

Human Resources & Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This seminar course focuses on current research issues in organizational behaviour research. The objectives of this course are to provide you with an understanding of theories, issues and cumulative knowledge in selected areas of Organizational Behaviour (OB), and to develop your 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 provides you the opportunity to:

1. Develop your understanding of theories and concepts presented in the readings.
2. Enhance your skills in communicating ideas, in developing and presenting arguments, in listening to and understanding others, and in challenging others' views in a respectful way that advances understanding and generates novel and promising research ideas.
3. Learn to think independently and critically through analyzing the theoretical and methodological contributions and gaps in the assigned readings.

In this course my role 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

Professor Erin M. Reid	Core 1 (Second Half)
Email: reidem@mcmaster.ca	Tuesdays, 1:00 – 4:00pm
Office: DSB 424	DSB 421
Office Hours: By appointment	October 22 – November 26

www.degroote.mcmaster.ca

COURSE DESCRIPTION

This seminar focuses on building the theoretical foundations and cumulative knowledge necessary for advanced research in each of a number of core topic areas of organizational behaviour (OB). Key issues, 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 outlets in the field.

LEARNING OUTCOMES

A critical review and in-depth analysis of the OB research literature will provide a "state-of-the-art" knowledge of research issues in OB, and assist in identifying a dissertation topic. Further, this seminar will build skills in critically evaluating empirical research and theories in the OB field.

COURSE MATERIALS AND READINGS

See readings list below. Readings are subject to change.

EVALUATION

There are three graded components to the course. Your grades will be derived as follows:

Components and Weights

Weekly Summaries	30%
Research Proposal	50%
Seminar Participation & Leading	20%
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

Two-Page Reports (5% per week x 6 weeks = 30%)

Each week you are to write a critical commentary on that week's readings. Your commentary is to reflect key issues that strike you as especially important, and worthy of investing your time and effort into a research project. It should capture critical questions that arise in your reading of the material, strengths and shortcomings, ideas you consider particularly promising, and an overall critical assessment of the literature. Identify the key "take aways". Where readings cover more than one topic area, identify common themes and connections, providing a "big picture" integrative assessment.

Format: (single spaced, 1" margins, 12-point Times New Roman font, name and student number can go in a header)

All work must be completed independently. Your commentary must be submitted to our avenue to learn site's discussion forum by noon on the day before our class. Late submissions will not be accepted.

Seminar Participation and Leading (20%)

In each class you are to lead discussion on your two-page submission for that week. By "leading discussion," you are expected to engage your classmates in an exchange of ideas. You will be assessed in part by your ability to engage others in conversation.

Research/Manuscript Proposal (50%)

Your research proposal will provide a review of the relevant research, a compelling framing for the importance of the study for advancing scholarship and practice, theoretically grounded hypotheses (or, if qualitative, research questions), and a methods section, including sample, and how you will collect and analyze your data. The proposal should be double spaced, 1" margins, 12-point Times New Roman font, title page with your name, maximum 40 pages including references, but maximum of 20 pages of text). The proposal should follow the publication guidelines as provided by the American Psychological Association (APA). I am open to you writing a review article of a topic from within one of weekly themes – one that could serve as a first draft for submission to the Journal of Management's annual review issue. This would substitute for a research proposal, but please discuss with me in advance if you choose this option.

http://www.apastyle.org/manual/

Please select a topic from those covered in the course outline.

Proposal/Review Due: December 10, 2019

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.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/

Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

COURSE SCHEDULE

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Research Issues: Organizational Behaviour and Organizational Theory
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WEEK	TOPIC	ARTICLES AND ASSIGNMENTS
1	Leadership	Hackett, R.D. & Wang, G. (2015). Conceptualization and measurement of virtuous leadership: Doing well by doing good. Journal of Business Ethics, DOI 10.1007/s10551-015-2560-1 Marchiondo, Lisa A., Christopher G. Myers, and Shirli Kopelman. "The relational nature of leadership identity construction: How and when it influences perceived leadership and decision-making." *The Leadership Quarterly* 26.5 (2015): 892-908. Carton, Andrew M., and Brian J. Lucas. "How can leaders overcome the blurry vision bias? Identifying an antidote to the paradox of vision communication." *Academy of Management Journal* 61.6 (2018): 2106-2129. Van Knippenberg, D. & Sitkin, S.B. (2013). A critical assessment of charismatic-transformational leadership research: Back to the drawing board? The Academy of Management Annals, 7:1, 1-60. **Supplementary Readings for Comprehensive Exam**: Den Hartog, D.N. (2015). Ethical leadership. Annual Review of Organizational Psychology and Organizational Behaviour, 2: 409-34. Meuser, J.D. et al. (2016). A network analysis of leadership theory: The infancy of integration. Journal of Management, 42:5, 1374-1403. D'innocenzo, L., Mathieu, J.E., & Kukenberger, M.R. (2016). A meta-analysis of different forms of shared leadership-team performance relations. Journal of Management, 42:7, 1964-1991.

		A snapshot of leadership development practices in Canada. The <u>Conference Board of Canada</u>, Report, April 2014. Hansbrough, Lord & Schyns (2015). Reconsidering the accuracy of follower ratings. <u>The Leadership Quarterly</u>, 26: 220-237.
2	**Stress, Health & Well-being**	Bono, J.E. et al. (2013). Building positive resources: effects of positive events and positive reflection on work stress and health. <u>Academy of Management Journal</u>, 56:6, 1601-1627. Bliese, P.D., Edwards, J.R. & Sonnentag, S. (2017). Stress and well-being at work: A century of empirical trends reflecting theoretical and social influences. <u>Journal of Applied Psychology</u>, 102:3, 389-402. Ganster, D.C. & Rosen, C.C. (2013). Work stress and employee health: A multidisciplinary review. <u>Journal of Management</u>, 39:5, 1085-1122. Schat, Aaron CH, and Michael R. Frone. "Exposure to psychological aggression at work and job performance: The mediating role of job attitudes and personal health." *Work & Stress* 25.1 (2011): 23-40. **<u>Supplementary Readings for Comprehensive Exam</u>** Cole, M.S., Walter, F., Bedeain, A.G. & O"Boyle, E.H. (2012). Job burnout and employee engagement: A meta-analytic examination of construct proliferation. <u>Journal of Management</u>, 38:5, 1550-1581. Healthy Brains at Work: Employer-sponsored mental health benefits and programs. <u>Conference Board of Canada</u>, Feb. 2016 briefing.
3	**Work-life/home Boundaries**	Kreiner, Glen E., Elaine C. Hollensbe, and Mathew L. Sheep. "Balancing borders and bridges: Negotiating the work-home interface via boundary work tactics." *Academy of management journal* 52.4 (2009): 704-730. Rothbard, Nancy P. "Enriching or depleting? The dynamics of engagement in work and family roles." *Administrative science quarterly* 46.4 (2001): 655-684. Stanko, Taryn L., and Christine M. Beckman. "Watching you watching me: Boundary control and capturing attention in the

		context of ubiquitous technology use." *Academy of Management Journal* 58.3 (2015): 712-738. Kossek, Ellen Ernst, and Brenda A. Lautsch. "Work–life flexibility for whom? Occupational status and work–life inequality in upper, middle, and lower level jobs." *Academy of Management Annals* 12.1 (2018): 5-36. **Supplementary Readings for Comprehensive Exam** Kossek, E.E., Pichler, S., Bodner, T. & Hammer, L.B. (2011). Workplace social support and work-family conflict: A meta-analysis clarifying the influence of general and work-family specific supervisor and organizational support. Personnel Psychology, 64:2, 289-313. Ten Brummelhuis, L.L., & Bakker, A.B. (2012). A resource perspective on the work-home interface: The work-home resources model. American Psychologist, 67:7, 545 – 556. Amstad, F.T., Meier, L.L, Fasel, U., Elfering, A. & Norert K. (2011). A meta-analysis of work-family conflict and various outcomes with a special emphasis on cross-domain versus matching-domain relations. Journal of Occupational Health Psychology, 16:2, 151-169. Work and Life: The balancing Act: Conference Board of Canada, Report, November 2011.
4	**Gig Economy & Changing Nature of Work**	Fisher, D.L., Connelly, C.E. (2017). Lower cost or just lower value? Modeling the organizational costs and benefits of contingent work. Academy of Management Discoveries, 3:2, 165-186. Kuhn, K. (2016). The rise of the "Gig Economy" and implications for understanding work and workers. Industrial and organizational psychology, 9:1, p. 157-162. Petriglieri, Ashford & Wrzesniewski (2018). Agony and ecstasy in the Gig economy: Cultivating holding environments for precarious and personalized work identities. Administrative Science Quarterly, https://doi.org/10.1177%2F0001839218759646 Cascio, W.F. & Montealegre, R. (2016). How technology is changing work and organizations. Annual Review of Organizational Psychology and Organizational Behavior, 3: 349-375.

		Supplementary Readings for Comprehensive Exam Caza, Brianna Barker, Sherry Moss, and Heather Vough. "From synchronizing to harmonizing: The process of authenticating multiple work identities." *Administrative Science Quarterly* 63.4 (2018): 703-745. Stripe, L, Bonache, J. & Revilla, A. (2014). Differentiating the workforce: The performance effects of using contingent labor in a context of high-performance work systems. Journal of Business Research, 67:7, 1334-1341. Wilkin, C.L. (2012). I can't get no job satisfaction: Meta-analysis comparing permanent and contingent workers. Journal of Organizational Behavior, 34:1, 47-64.
5	**Diversity in the Workplace**	Roberson, Q., Ryan, A.M., & Ragins, B.R. (2017). The evolution and future of diversity at work. Journal of Applied Psychology, 102:3, 483-499. Guillaume, Y.R.F., Dawson, J.F., Otaye-Edede, L., Woods, S.A., & West, M.A. (2017). Harnessing demographic differences in organizations: What moderates the effects of workplace diversity? Journal of Organizational Behavior, 38:2, 276-303. Ramarajan, Lakshmi, and Erin Reid. "Relational Reconciliation: Socializing Others Across Demographic Differences." *Academy of Management Journal*, online ahead of print. Clair, Judith A., et al. "Loosening categorical thinking: Extending the terrain of theory and research on demographic identities in organizations." *Academy of Management Review,* 44.3 (2019): 592-617. **Supplementary Readings for Comprehensive Exam** Kulik, C.T. (2014). Working below and above the line: the research-practice gap in diversity management. Human Resource Management Journal, 24:2, 129-144. Truxillo, D.M., Cadiz, D.M. & Hammer, L.B. (2014). Supporting the aging workforce: A review and recommendations for workplace intervention research. Annual Review of Organizational Psychology and Organizational Behavior, 2: 351-381.

		Young, M.Y. (2013). Better together: Advancing diversity & inclusion through analytics and strategic workforce planning, The Conference Board of Canada, Report #403. Ortlieb, R. & Sieben, B. (2013). Diversity strategies and business logic: Why do companies employ ethnic minorities? Group and Organization Management, 38:4, 480-511.
6	Sensemaking	Maitlis, Sally, and Marlys Christianson. "Sensemaking in organizations: Taking stock and moving forward." *Academy of Management Annals* 8.1 (2014): 57-125. Christianson, Marlys K. "More and less effective updating: The role of trajectory management in making sense again." *Administrative Science Quarterly* 64.1 (2019): 45-86. Balogun, Julia, Jean M. Bartunek, and Boram Do. "Senior managers' sensemaking and responses to strategic change." *Organization Science* 26.4 (2015): 960-979. Schabram, Kira, and Sally Maitlis. "Negotiating the challenges of a calling: Emotion and enacted sensemaking in animal shelter work." *Academy of Management Journal* 60.2 (2017): 584-609. **Supplementary Readings** Combe, Ian A., and David J. Carrington. "Leaders' sensemaking under crises: Emerging cognitive consensus over time within management teams." *The Leadership Quarterly* 26, no. 3 (2015): 307-322. Vough, H. C., Bataille, C. D., Noh, S. C., & Lee, M. D. (2015). Going off script: How managers make sense of the ending of their careers. *Journal of Management Studies*, *52*(3), 414-440.