

B795
Research Issues: Organizational Behaviour and Organizational Theory
Organizational Behaviour Component

Course Objective

This seminar 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

Name: Yair Berson	E-Mail: bersony@mcmaster.ca
Class Times: Thursdays 2:30 to 5:30 pm, starting September 8	
Virtual Office Hours: By Appointment	

COURSE DELIVERY

GRADE COMPONENT	WEIGHT	DESCRIPTION
Weekly Summaries	25 %	To be submitted by email
Leading Discussions and Class Participation	25%	Attendance & Contributions on Zoom
Research Proposal	50%	To be submitted by email

Conversion

Grade	Points	Equivalent Percentages	Pass/Fail
A+	12	90-100	P+
A	11	85-89	P
A-	10	80-84	
B+	9	77-79	

B	8	73-76	
B-	7	70-72	
F	0	69 and under	F

One-Page Reports (25%)

Each week you are to write a critical commentary on that week's readings. Your commentary will focus on ***at least two*** articles from the week's readings. It will include an integration of these articles, reflecting key issues that strike you as especially important. It should capture critical issues and questions, strengths and weaknesses of the articles, your own ideas that were stimulated by the reading, and an overall critical assessment of the literature.

Seminar Participation and Leading (20%)

In addition to participating in a discussion of the articles, in each class (except the first one in which I will lead the discussion), one of the students will be responsible for initiating and leading the discussion about all the required readings assigned for that week. This student is responsible for integrating the different readings and leading a critical discussion of the topic. 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 throughout the seminar.

Arrangements will be made to ensure that each of the ***other students*** will take 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.

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 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 9, 2022

ACADEMIC DISHONESTY

It your responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

<http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf>

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results in (or could result in) unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

<http://www.mcmaster.ca/academicintegrity>

POTENTIAL MODIFICATIONS TO THE COURSE

The university and I reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with you will be given with explanation and the opportunity to comment on changes. The most likely change would pertain to the readings assigned (that is, I may come across a more updated article on a particular topic as the term progresses).

MISSED WORK

Late assignments will not be accepted. No extensions are available except under extraordinary circumstances. Please discuss any extenuating situation with me at the earliest possible opportunity.

READING LIST	
SESSION AND TOPIC	ARTICLES
<p>Week 1 Leadership September 8</p>	<p>Berson, Y., & Oreg, S. (2016). The role of school principals in shaping children’s values. <i>Psychological Science</i>, 27(12), 1539-1549.</p> <p>Wang, G., & Hackett, R. D. (2016). Conceptualization and measurement of virtuous leadership: Doing well by doing good. <i>Journal of Business Ethics</i>, 137(2), 321-345.</p> <p>Antonakis, J., Bastardo, N., Jacquart, P., & Shamir, B. (2016). Charisma: An ill-defined and ill-measured gift. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 3, 293-319.</p> <p>Carton, A. M., Knowlton, K., Coutifaris, C., Kundro, T. G., & Boysen, A. P. (in press). Painting a Clear Picture while Seeing the Big Picture: When and Why Leaders Overcome the Tradeoff Between Concreteness and Scale. <i>Academy of Management Journal</i>.</p> <p>And...</p> <p>Berson, Y., Halevy, N., Shamir, B., & Erez, M. (2015). Leading from different psychological distances: A construal-level perspective on vision communication, goal setting, and follower motivation. <i>The Leadership Quarterly</i>, 26(2), 143-155.</p> <p><u>Supplementary Readings for Comprehensive Exam:</u></p> <p>van Knippenberg, D., & van Kleef, G. A. (2016). Leadership and affect: Moving the hearts and minds of followers. <i>Academy of Management Annals</i>, 10(1), 799-840.</p> <p>Carton, A. M. (2022). The Science of Leadership: A Theoretical Model and Research Agenda. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 9, 61-93.</p> <p>D’innocenzo, L., Mathieu, J.E., & Kukenberger, M.R. (2016). A meta-analysis of different forms of shared leadership-team performance relations. <i>Journal of Management</i>, 42:7, 1964-1991.</p> <p>Zhang, Y., Waldman, D. A., Han, Y. L., & Li, X. B. (2015). Paradoxical leader behaviors in people management: Antecedents and consequences. <i>Academy of Management Journal</i>, 58(2), 538-566.</p> <p>A snapshot of leadership development practices in Canada. The <u>Conference Board of Canada</u>, Report, April 2014.</p>

<p>Week 2 Teams September 15</p>	<p>Mathieu, J. E., Gallagher, P. T., Domingo, M. A., & Klock, E. A. (2019). Embracing complexity: Reviewing the past decade of team effectiveness research. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 6, 17-46.</p> <p>Mayo, A. T. (in press). Syncing Up: A Process Model of Emergent Interdependence in Dynamic Teams. <i>Administrative Science Quarterly</i>.</p> <p>Torka, A. K., Mazei, J., & Hueffmeier, J. (2021). Together, everyone achieves more—or, less? An interdisciplinary meta-analysis on effort gains and losses in teams. <i>Psychological Bulletin</i>, 147(5), 504-534.</p> <p>Luciano, M. M., Nahrgang, J., & Shropshire, C. (2021). Strategic leadership systems: Viewing top management teams and boards of directors from a multiteam systems perspective. <i>Academy of Management Review</i>, 45(3), 675-701.</p> <p>Mortensen, M. and M. R. Haas. 2018. Perspective—Rethinking teams: From bounded membership to dynamic participation. <i>Organization Science</i>, 29(2): 341–355.</p> <p>Tasa, K., Sears, G. J., & Schat, A. C. (2011). Personality and teamwork behavior in context: The cross-level moderating role of collective efficacy. <i>Journal of Organizational Behavior</i>, 32(1), 65-85.</p> <p><u>Supplementary Readings for Comprehensive Exam:</u></p> <p>Edmondson, A. (1999). Psychological safety and learning behavior in work teams. <i>Administrative Science Quarterly</i>, 44, 350-383.</p> <p>Barsade, Sigal G. (2002). “The Ripple Effect: Emotional Contagion and its Influence on Group Behavior.” <i>Administrative Science Quarterly</i>, 47, 644-675.</p> <p>Haas, M. R. (2010). The double-edged swords of autonomy and external knowledge: Analyzing team effectiveness in a multinational organization. <i>Academy of Management Journal</i>, 53(5), 989-1008.</p> <p>Lazar, M., Miron-Spektor, E., Agarwal, R., Erez, M., Goldfarb, B., & Chen, G. (2020). Entrepreneurial team formation. <i>Academy of Management Annals</i>, 14(1), 29-59.</p>
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<p>Week 3 Culture September 22</p>	<p>Schneider, B., González-Romá, V., Ostroff, C., & West, M. A. (2017). Organizational climate and culture: Reflections on the history of the constructs in the Journal of Applied Psychology. <i>Journal of Applied Psychology</i>, 102(3), 468-482.</p> <p>Barsade, Sigal G & O'Neill Olivia A. (2014). "What's Love Got to do with It?: The Influence of a Culture of Companionate Love and Employee and Client Outcomes in a Long-term Care Setting," <i>Administrative Science Quarterly</i>, 59, 551-598.</p> <p>O'Reilly, C.A. & Chatman, J. & (2016). Paradigm lost: Reinvigorating the study of organizational culture. <i>Research in Organizational Behavior</i>, 36, 199-224.</p> <p>Godart, F.C., Maddux, W.M., Shipilov, A.V., & Galinsky, A.D. (2015). Fashion with a foreign flair: Professional experiences abroad facilitate the creative innovations of organizations. <i>Academy of Management Journal</i>, 58: 195-220.</p> <p>Zou, X. et al. (2009). Culture as common sense: Perceived consensus versus personal beliefs as mechanisms of cultural influence. <i>Journal of Personality and Social Psychology</i>, 97: 579-597.</p> <p><u>Supplementary Readings for Comprehensive Exam</u></p> <p>Gelfand, M.J. et al. (2011). Differences between tight and loose cultures: A 33-nation study. <i>Science</i>, 332: 1100-1104.</p> <p>O'Reilly, C.A., Chatman, J., & Caldwell, D.F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. <i>Academy of Management Journal</i>, 34: 487-516.</p> <p>Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. <i>Annual review of psychology</i>, 64, 361-388.</p> <p>Kim, Y. J., Toh, S. M., & Baik, S. (in press). Culture creation and change: making sense of the past to inform future research agendas. <i>Journal of Management</i>.</p>
<p>Week 4 Organizational Change September 29</p>	<p>Weick, K. E., & Quinn, R. E. (1999). Organizational change and development. <i>Annual Review of Psychology</i>, 50(1), 361-386.</p> <p>Oreg, S., & Berson, Y. (2019). Leaders' Impact on Organizational Change: Bridging Theoretical and Methodological Chasms. <i>Academy of Management Annals</i>, 13(1), 272-307.</p>

	<p>Oreg, S., Bartunek, J. M., Lee, G., & Do, B. (2018). An affect-based model of recipients' responses to organizational change events. <i>Academy of Management Review</i>, 43(1), 65-86.</p> <p>Venus, M., Stam, D., & Van Knippenberg, D. (2019). Visions of change as visions of continuity. <i>Academy of Management Journal</i>, 62(3), 667-690.</p> <p><u>Supplementary Readings for Comprehensive Exam</u></p> <p>Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. <i>Academy of Management Annals</i>, 12(2), 752-788.</p> <p>Van de Ven, A. H., & Poole, M. S. (1995). Explaining development and change in organizations. <i>Academy of Management Review</i>, 20(3), 510-540.</p> <p>Lüscher, L. S., & Lewis, M. W. (2008). Organizational change and managerial sensemaking: Working through paradox. <i>Academy of Management Journal</i>, 51(2), 221-240.</p> <p>Dutton, J.E., Ashford, S.J., O'Neill, R.M., & Lawrence, K.A. (2001). Moves that matter: Issue selling and organizational change. <i>Academy of Management Journal</i>, 44, 716-736.</p> <p>Oreg, S., Vakola, M., & Armenakis, A. (2011). Change recipients' reactions to organizational change: A 60-year review of quantitative studies. <i>The Journal of Applied Behavioral Science</i>, 47(4), 461-524.</p>
<p>Week 5 Tensions, Creativity, and Innovation October 6</p>	<p>Amabile, T. M., & Pratt, M. G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. <i>Research in Organizational Behavior</i>, 36, 157-183.</p> <p>Harvey, S., & Rietzschel, E. F. (2022). Unpacking "Ideas" in Creative Work: A Multidisciplinary Review. <i>Academy of Management Annals</i>, 16(2), 621-656.</p> <p>Mueller, J.S. Melwani, S., Goncaolo, J.A. (2012). The bias against creativity: Why people desire but reject creative ideas. <i>Psychological Science</i>, 23:13-17.</p> <p>Miron-Spektor, E., Ingram, A., Keller, J., Smith, W. K., & Lewis, M. W. (2018). Microfoundations of organizational paradox: The problem is how we think about the problem. <i>Academy of Management Journal</i>, 61(1), 26-45.</p> <p><u>Supplementary Readings for Comprehensive Exam</u></p> <p>Grant, A. M., & Berry, J. W. (2011). The necessity of others is the mother of invention: Intrinsic and prosocial motivations, perspective taking, and creativity.</p>

	<p><i>Academy of Management Journal</i>, 54(1), 73-96.</p> <p>Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. <i>Academy of Management Journal</i>, 37(3), 580-607.</p> <p>Putnam, L. L., Fairhurst, G. T., & Banghart, S. (2016). Contradictions, dialectics, and paradoxes in organizations: A constitutive approach. <i>Academy of Management Annals</i>, 10(1), 65-171.</p>
<p>Week 6 New Approaches to OB: Organizational Neuroscience October 13</p>	<p>Waldman, D. A., Ward, M., & Becker, W. J. (2017). Neuroscience in Organizational Behavior. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 4, 425-444.</p> <p>Waldman, D. A., Wang, D., & Fenters, V. (2019). The added value of neuroscience methods in organizational research. <i>Organizational Research Methods</i>, 22(1), 223-249.</p> <p>Lindebaum, D., & Zundel, M. (2013). Not quite a revolution: Scrutinizing organizational neuroscience in leadership studies. <i>Human Relations</i>, 66(6), 857-877.</p> <p>Gordon, I., & Berson, Y. (2018). Oxytocin modulates charismatic influence in groups. <i>Journal of Experimental Psychology: General</i>, 147(1), 132-138.</p> <p>Becker, W. J., Cropanzano, R., & Sanfey, A. G. (2011). Organizational neuroscience: Taking organizational theory inside the neural black box. <i>Journal of Management</i>, 37(4), 933-961.</p> <p><u>Supplementary Readings</u></p> <p>Kosinski, M., Wang, Y., Lakkaraju, H., & Leskovec, J. (2016). Mining big data to extract patterns and predict real-life outcomes. <i>Psychological Methods</i>, 21(4), 493-506.</p>

B795
Organizational Behaviour and Organizational Theory
Fall 2022 Course Outline

Human Resources and Management
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This seminar course focuses on current research *topics* in the organizational sciences, (the first half focusing on meso and macro levels). Seminar readings and activities (discussions, assignments) are intended to provide an overview of the most pressing issues and gaps in several content areas of the OT field, while at the same time developing your skills for critically evaluating research designs, methodologies, interpretations and overall the contribution of published studies to advancing scholarship and practice. Through taking this course you will be well-positioned to identify and develop a promising research program – with exposure and discussions to ongoing debates and issues within the field.

My role in this course is to stimulate and guide discussion. Your role is to come to each seminar having read the assigned readings and being prepared to engage. I will ask questions and encourage you to present, and support, different points of view in discussion.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Sean O’Brady
Assistant Professor
obradys@mcmaster.ca

Office Hours: by appointment
Tel: (905) 525-9140 x23943

COURSE DESCRIPTION

This seminar focuses on current research issues in organizational theory (OT). It will require students to apply the knowledge gained in the OT Field Survey seminar in examining the emerging research issues in the field. Students will perform in-depth and critical analyses of relevant journal articles and book chapters, and develop their ability to assess research design, methodology, interpretation, and

overall contributions to the field. The objective of this seminar is to enable students to gain a rich and deep understanding of the pressing issues and topics that pre-dominate the current OT literatures from which they might build their own program or research.

LEARNING OUTCOMES

This first section of the course (weeks 1-6) will focus on the OT field. Through in-class discussions you will be given the opportunity to strengthen your skills in:

1. Developing and communicating arguments, listening, and understanding and critiquing the views of others, while expanding your knowledge of the field.
2. Critical thinking and writing
3. Developing rigorous research designs
4. Building a strong theoretical foundation for your research studies
5. Maintain and understand scholarly ethics for your career

COURSE MATERIALS AND READINGS

There is no textbook for the course. Readings for each week are presented in the weekly schedule below. You are expected to come prepared, having read ALL of the assigned readings each week.

EVALUATION

There are three graded components to this part of the course. Students' grades will be calculated as follows:

Weekly Summaries	20%
Class Presentations	20%
Final Paper	60%
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 One-Page Reports (2 articles x 5 weeks= 20%)

Each week, there are various chapters and articles to read. Starting in week two, please choose two of the articles to summarize for that week (we will coordinate who will summarize which articles in class one). In addition, you are still required to read all of the articles assigned. For the summaries, please write a one-page summary (single spaced, 1” margins, 12-point Times New Roman font), where you answer the following questions: (1) what is the article’s key argument? (2) what do I agree with? What do I disagree with? (3) what is my overall assessment?

All work must be completed independently. Each week’s article summaries should be submitted to me **via email on the MONDAY by midnight before our class**. Late assignments will not be accepted.

Class Discussions (1 article x 5 weeks= 20%)

Each week, students will be asked to lead the discussion of one of the articles you wrote summaries for. You will be expected to summarize the basic elements of the article and ask questions to the class to stimulate discussion and guide the conversation as it unfolds, based on your own analysis of the paper.

Final Project (60%)

Your paper (double spaced, 1” margins, 12-point Times New Roman font, title page with name and student number, maximum 40 pages including references) will consist of a research proposal for an interesting topic focusing on organization theory. 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).

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 your project. You are not required to choose a topic that we have discussed in class, although I expect you to choose a macro - or meso-level topic.

This paper is due exactly two weeks after our final class meeting. No extensions are available except under extraordinary circumstances.

Please review the Graduate Examinations Policy (if applicable):
<http://www.mcmaster.ca/policy/Students-AcademicStudies/GradExamsPolicy.pdf>

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.

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

B795
Organizational Behaviour and Organizational Theory
Fall 2022 Course Outline

SESSION AND TOPIC	ARTICLES AND CHAPTERS
<p>Week 7: Oct. 20</p> <p>Theorizing and Methodologies in Organization Theory</p>	<p>Whetten, D.A. 1989. "What constitutes a theoretical contribution?" <i>Academy of Management Review</i>, 14, 490-495.</p> <p>Weick, K.E. 1989. "Theory construction as disciplined imagination", <i>Academy of Management Review</i>, 14, 516-531.</p> <p>Weick, K.E. 1995. "What theory is not, theorizing is", <i>Administrative Science Quarterly</i>, 40, 385-390.</p> <p>Davis, G.F. 2006. "Mechanisms and the theory of organizations", <i>Journal of Management Inquiry</i>, 15, 114-118.</p> <p>Cornelissen J, Höllerer MA, Seidl D. 2021. What Theory Is and Can Be: Forms of Theorizing in Organizational Scholarship. <i>Organization Theory</i>. doi:10.1177/26317877211020328</p> <p>Alf Steinar Sætre and Andrew H. Van de Ven, in press. Generating Theory by Abduction. <i>Academy of Management Review</i>. https://doi.org/10.5465/amr.2019.0233</p> <p>-----</p> <p>Gerard George, Jennifer Howard-Grenville, Aparna Joshi, and Laszlo Tihanyi, 2016: Understanding and Tackling Societal Grand Challenges through Management Research. <i>Academy Management Journal</i>, 59, 1880-1895. https://doi.org/10.5465/amj.2016.4007</p> <p>Quattrone P, Ronzani M, Jancsary D, Höllerer MA. 2021. Beyond the Visible,</p>

	<p>the Material and the Performative: Shifting Perspectives on the Visual in Organization Studies. <i>Organization Studies</i>. doi:10.1177/01708406211033678</p> <p><u>Supplementary Readings:</u></p> <p>Barley, S. R., & Kunda, G. 2001. Bringing work back in. <i>Organization Science</i>, 12(1), 76-95.</p> <p>Hinings, C. R., & Greenwood, R. 2002. Disconnects and consequences in organization theory? <i>Administrative Science Quarterly</i>, 411-421.</p> <p>Luker, K. (2008). What is this a case of, anyway? In Kristen Luker, <i>Salsa Dancing in the Social Sciences, Research in an age of Info-Glut</i>. Boston, Harvard Univ. Press, pp. 51-75.</p> <p>Tourish, D. (2020). The triumph of nonsense in management studies. <i>Academy of Management Learning & Education</i>, 19(1), 99-109.</p>
<p>Week 8: Oct. 27</p> <p>Embedded Agency: Identity, Logics and Work</p>	<p>W. E. Douglas Creed, Rich DeJordy, and Jaco Lok, 2010: Being the Change: Resolving Institutional Contradiction through Identity Work. <i>Academy Management Journal</i>, 53, 1336–1364. https://doi.org/10.5465/amj.2010.57318357</p> <p>Goodrick E, Reay T. 2011. Constellations of Institutional Logics: Changes in the Professional Work of Pharmacists. <i>Work and Occupations</i>. 38(3):372-416. doi:10.1177/0730888411406824</p> <p>Jennifer Howard-Grenville, Matthew L. Metzger, and Alan D. Meyer, 2013. Rekindling the Flame: Processes of Identity Resurrection. <i>Academy Management Journal</i>, 56, 113–136, https://doi.org/10.5465/amj.2010.0778</p> <p>David Barberá-Tomás, Itziar Castelló, Frank G. A. de Bakker, and Charlene Zietsma, 2019. Energizing through Visuals: How Social Entrepreneurs Use Emotion-Symbolic Work for Social Change. <i>Academy Management Journal</i>, 62, 1789–1817. https://doi.org/10.5465/amj.2017.1488</p> <p>Ali Aslan Gümüşay, Michael Smets, and Timothy Morris, 2020: “God at Work”: Engaging Central and Incompatible Institutional Logics through Elastic Hybridity. <i>Academy Management Journal</i>, 63, 124–154, https://doi.org/10.5465/amj.2016.0481</p> <p><u>Supplementary Reading:</u></p> <p>Tammar B. Zilber, 2002. Institutionalization as an Interplay Between Actions,</p>

	<p>Meanings, and Actors: The Case of a Rape Crisis Center in Israel. <i>Academy Management Journal</i>, 45, 234–254, https://doi.org/10.5465/3069294</p> <p>Anne-Claire Pache and Filipe Santos, 2013. Inside the Hybrid Organization: Selective Coupling as a Response to Competing Institutional Logics. <i>Academy Management Journal</i>, 56, 972–1001, https://doi.org/10.5465/amj.2011.0405</p> <p>Malhotra N, Zietsma C, Morris T, Smets M. 2021. Handling Resistance to Change When Societal and Workplace Logics Conflict. <i>Administrative Science Quarterly</i>. 66(2):475-520. doi:10.1177/0001839220962760</p>
<p>Week 9: Nov. 3</p> <p>Organizations and Fields: How Categories Emerge and Change</p>	<p>Mukti Khaire and R. Daniel Wadhvani, 2010: Changing Landscapes: The Construction of Meaning and Value in a New Market Category—Modern Indian Art. <i>Academy Management Journal</i>, 53, 1281–1304, https://doi.org/10.5465/amj.2010.57317861</p> <p>Powell, W; Packalen, K; and Whittington, K. 2012. Organizational and Institutional Genesis: The Emergence of High-Tech Clusters in the Life Sciences. In Padgett, J. F., & Powell, W. W. <i>The emergence of organizations and markets</i>. Princeton University Press. Chapter 13.</p> <p>Delmestri G, Greenwood R. 2016. How Cinderella Became a Queen: Theorizing Radical Status Change. <i>Administrative Science Quarterly</i>. 61(4):507-550. doi:10.1177/0001839216644253</p> <p>Durand R, Khaire M. Where Do Market Categories Come From and How? Distinguishing Category Creation From Category Emergence. <i>Journal of Management</i>. 2017;43(1):87-110. doi:10.1177/0149206316669812</p> <p>Feront C, Bertels S. 2021. The Impact of Frame Ambiguity on Field-Level Change. <i>Organization Studies</i>. 42(7):1135-1165. doi:10.1177/0170840619878467</p> <p><u>Supplementary Reading:</u></p> <p>Van de Ven, A and Poole, M. 2002. Field Research Methods, in Baum, J. A. (Ed.). <i>The Blackwell companion to organizations</i>. Blackwell Publishers. Chapter 38, pp867-888.</p> <p>Navis, C and M. Glynn, 2010. How New Market Categories Emerge: Temporal Dynamics, Identity, and Entrepreneurship in Satellite Radio, 1990-2005. <i>Administrative Science Quarterly</i>, 55, 439-471.</p>

<p>Week 10: Nov.10</p> <p>From Cognition to Emotions and Values</p>	<p>Maxim Voronov and Russ Vince, 2012. Integrating Emotions into the Analysis of Institutional Work. <i>Academy of Management Review</i>, 37, 58–81. https://doi.org/10.5465/amr.2010.0247</p> <p>W. E. Douglas Creed, Bryant Ashley Hudson, Gerardo A. Okhuysen, and Kristin Smith-Crowe, 2014. Swimming in a Sea of Shame: Incorporating Emotion into Explanations of Institutional Reproduction and Change. <i>Academy of Management Review</i>, 39, 275–301, https://doi.org/10.5465/amr.2012.0074</p> <p>April L. Wright, Raymond F. Zammuto, and Peter W. Liesch, 2017. Maintaining the Values of a Profession: Institutional Work and Moral Emotions in the Emergency Department. <i>Academy Management Journal</i>, 60, 200–237, https://doi.org/10.5465/amj.2013.0870</p> <p>Howard-Grenville J, Nelson AJ, Earle AG, Haack JA, Young DM. 2017. “If Chemists Don’t Do It, Who Is Going To?” Peer-driven Occupational Change and the Emergence of Green Chemistry. <i>Administrative Science Quarterly</i>. 62(3):524-560. doi:10.1177/0001839217690530</p> <p>Steffen Farny, Ewald Kibler, and Simon Down, 2019. Collective Emotions in Institutional Creation Work. <i>Academy Management Journal</i>, 62, 765–799, https://doi.org/10.5465/amj.2016.0711</p> <p><u>Supplementary Reading:</u></p> <p>Grace H. Fan and Charlene Zietsma, 2017. Constructing a Shared Governance Logic: The Role of Emotions in Enabling Dually Embedded Agency. <i>Academy Management Journal</i>, 60, 2321–2351, https://doi.org/10.5465/amj.2015.0402</p> <p>Friedland R. 2018. Moving Institutional Logics Forward: Emotion and Meaningful Material Practice. <i>Organization Studies</i>. 39(4): 515-542. doi:10.1177/0170840617709307</p> <p>Maxim Voronov and Klaus Weber, 2017. Emotional Competence, Institutional Ethos, and the Heart of Institutions. <i>Academy of Management Review</i>, 42, 556–560, https://doi.org/10.5465/amr.2016.0522</p> <p>Vince R. 2021. Reflections on the Role of Bemusement in Institutional Disruption. <i>Journal of Management Inquiry</i>. 30(3): 273-284. doi:10.1177/1056492619872272</p>
<p>Week 11: Nov. 17</p> <p>Stigma and Social</p>	<p>Bryant Ashley Hudson and Gerardo A. Okhuysen, 2009. Not with a Ten-Foot Pole: Core Stigma, Stigma Transfer, and Improbable Persistence of Men's Bathhouses, <i>Organization Science</i> 20:1, 134-153.</p>

<p>Evaluations</p>	<p>Alessandro Piazza and Fabrizio Perretti 2015. Categorical Stigma and Firm Disengagement: Nuclear Power Generation in the United States, 1970–2000 <i>Organization Science</i>, 26:3, 724-742.</p> <p>Christian E. Hampel and Paul Tracey, 2017: How Organizations Move from Stigma to Legitimacy: The Case of Cook’s Travel Agency in Victorian Britain. <i>Academy Management Journal</i>, 60, 2175–2207, https://doi.org/10.5465/amj.2015.0365</p> <p>Phung, K., Buchanan, S., Toubiana, M., Ruebottom, T. and Turchick-Hakak, L. 2021. When Stigma Doesn’t Transfer: Stigma Deflection and Occupational Stratification in the Sharing Economy. <i>Journal of Management Studies</i>, 58: 1107-1139. https://doi.org/10.1111/joms.12574</p> <p>Grace L. Augustine and Alessandro Piazza, in press. Category Evolution Under Conditions of Stigma: The Segregation of Abortion Provision into Specialist Clinics in the United States, <i>Organization Science</i> 0 0:0.</p> <p><u>Supplementary Reading:</u></p> <p>Goffman E. 1963. <i>Stigma: Notes on the Management of Spoiled Identity</i>. Englewood Cliffs, NJ: Prentice Hall.</p> <p>Bruce G. Link and Jo C. Phelan, 2001. Conceptualizing Stigma, <i>Annual Review of Sociology</i>, 27:1, 363-385.</p> <p>Cynthia E. Devers, Todd Dewett, Yuri Mishina, and Carrie A. Belsito 2009. A General Theory of Organizational Stigma, <i>Organization Science</i>, 20:1, 154-171.</p> <p>Roulet, Thomas. 2020. <i>The Power of Being Divisive: Understanding Negative Social Evaluations</i>, Stanford University Press: Stanford.</p> <p>Khessina OM, Reis S, Verhaal JC. 2021. Stepping out of the Shadows: Identity Exposure as a Remedy for Stigma Transfer Concerns in the Medical Marijuana Market. <i>Administrative Science Quarterly</i>. 66(3):569-611. doi:10.1177/0001839220972422</p> <p>Trish Ruebottom, Sean Buchanan, Maxim Voronov, and Madeline Toubiana, in press: Commercializing the Practice of Voyeurism: How Organizations Leverage Authenticity and Transgression to Create Value. <i>AMR</i>, 0, https://doi.org/10.5465/amr.2019.0210</p>
<p>Week 12: Nov. 24 Social Issues:</p>	<p>Kathleen M. Eisenhardt, Melissa E. Graebner, and Scott Sonenshein, 2016: Grand Challenges and Inductive Methods: Rigor without Rigor Mortis. <i>AMJ</i>, 59, 1113–1123, https://doi.org/10.5465/amj.2016.4004</p>

<p>Crises and Organizing</p>	<p>Johanna Mair, Miriam Wolf, and Christian Seelos, 2016: Scaffolding: A Process of Transforming Patterns of Inequality in Small-Scale Societies. <i>AMJ</i>, 59, 2021–2044, https://doi.org/10.5465/amj.2015.0725</p> <p>Trenton A. Williams and Dean A. Shepherd, 2016: Building Resilience or Providing Sustenance: Different Paths of Emergent Ventures in the Aftermath of the Haiti Earthquake. <i>AMJ</i>, 59, 2069–2102, https://doi.org/10.5465/amj.2015.0682</p> <p>Dr. Janina Klein and Professor John M. Amis, 2020: The Dynamics of Framing: Image, Emotion and the European Migration Crisis. <i>AMJ</i>, 0, https://doi.org/10.5465/amj.2017.0510</p> <p>A. Wren Montgomery and M. Tina Dacin, 2020: Water Wars in Detroit: Custodianship and the Work of Institutional Renewal. <i>AMJ</i>, 63, 1455–1484, https://doi.org/10.5465/amj.2017.1098</p> <p><u>Supplementary Reading:</u></p> <p>Mark de Rond and Jaco Lok, 2016: Some Things Can Never Be Unseen: The Role of Context in Psychological Injury at War. <i>AMJ</i>, 59, 1965–1993, https://doi.org/10.5465/amj.2015.0681</p> <p>Grace Augustine, Sara Soderstrom, Daniel Milner, and Klaus Weber, 2019: Constructing a Distant Future: Imaginaries in Geoengineering. <i>AMJ</i>, 62, 1930–1960, https://doi.org/10.5465/amj.2018.0059</p> <p>Marlen de la Chaux, Helen Haugh, and Royston Greenwood, 2018. Organizing Refugee Camps: “Respected Space” and “Listening Posts”. <i>AMD</i>, 4, 155–179, https://doi.org/10.5465/amd.2017.0040</p> <p>Ernst J, Jensen Schleiter A. 2021. Organizational Identity Struggles and Reconstruction During Organizational Change: Narratives as symbolic, emotional and practical glue. <i>Organization Studies</i>. 42(6):891-910. doi:10.1177/0170840619854484</p> <p>Newlands G. 2021. Algorithmic Surveillance in the Gig Economy: The Organization of Work through Lefebvrian Conceived Space. <i>Organization Studies</i>. 42(5):719-737. doi:10.1177/0170840620937900</p>
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