B791
Field Survey: Organizational Behavior
Fall 2023 Course Outline

Human Resources and Management
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This seminar course introduces 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: students 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 for conducting independent research.

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. Vishwanath Baba
Professor
baba@mcmaster.ca
Office: DSB 424
Office Hours: by appointment
Tel: (905) 525-9140 x 26947

www.degroote.mcmaster.ca

COURSE DESCRIPTION

This seminar focuses on the theoretical foundations necessary for advanced research in organizational behaviour (OB). 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 on recent reviews and foundational papers in the field. The overall objectives of this seminar are to provide a fundamental understanding of theoretical frameworks in OB and to develop the students' abilities to critically assess and conduct research.

LEARNING OUTCOMES

1. Develop a clear and critical understanding of the core theories and concepts, and their empirical foundations, that are 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: students 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 for conducting independent research.

REQUIRED COURSE MATERIALS AND READINGS

Readings as indicated each in weekly section.

EVALUATION

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

Weekly Reports	25%
Final Paper	50%
Class Participation and Discussion Leading	25%
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. (***SUGGESTED conversion scheme***)

LETTER GRADE	PERCENT
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	75 - 79
B	70 - 74
B-	60 - 69
F	00 - 59

Expectations Regarding Class Preparation

Learning and critically analyzing this material, and preparing oneself for independent research, requires a deep commitment to reading and preparing for class. There are several articles assigned for each week. These were selected to represent core insights in the field. The number (5-7) and type of articles (classics and some newer examples) assigned each week is consistent with practices in other doctoral programs. Students are expected to come to class prepared to discuss each required article in depth. Together we will review the articles, analyze what we have learned from them, and think about what we have learned. Participating fully in these discussions will mean allocating sufficient time for advance reading. Commitment to the seminar will prepare you to complete the graded course requirements (reports, final project, participation & discussion leading) easily and acquire intellectual value.

Please note that I have also suggested some additional readings, useful if you decide to focus on these areas in greater depth; these are not required material for class discussion.

One-Page Reports (25%)

Each week, **there are several chapters and empirical** articles. For each reading, students are required to write an assessment of approximately one page (single spaced, 1" margins, 12- point Times New Roman font, name and student number can go in a header), where you address 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 or disagree with?
(3) what could have been improved in the study/article?
(4) what is my overall assessment?
(5) what is one research question that I am pondering after reading this article?

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

Final Project (50%)

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 theory paper on entrepreneurship that focuses on organizational behavior variables. The paper will review the existing literature, provide theoretical justifications for the propositions, and describe how they would be tested.

I am flexible about your choice of topics but you should discuss your choice with me before beginning your paper. 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. No extensions are available except under extraordinary circumstances.

Participation and Discussion Leading (25%)

In graduate seminars we learn and analyze material through active discussion, debate, and questioning. By engaging in class discussion, you build both your own knowledge as well as that of the other participants. You are expected to participate in ways that demonstrate your understanding of the course material. Your comments and questions are welcome, will not be judged, and help to make the entire course more interesting and enjoyable. There is no penalty for being "wrong" but there is a (small) penalty for being silent.

Your class presentation will involve a short summary of and discussion of the contribution of the articles, and provocative research questions.

For each class, you should read all the assigned 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 on organizational behaviour.

ACADEMIC DISHONESTY

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

http://www.mcmaster.ca/policy/Students-AcademicStudies/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 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

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.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university 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 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.

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http://www.copyright.mcmaster.ca/Access_Copyright_Agreement

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

http://sas.mcmaster.ca

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

http://www.mcmaster.ca/ors/ethics

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or

communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

TEXT

Miner, J. B. (2002). *Organizational Behavior: Foundations, Theories, and Analysis*. New York: Oxford University Press

This text serves as a reference book that allows the readings to be located in the context of organizational behavior.

READING LIST	
SESSION AND TOPIC	**ARTICLES**
Week 1: Introduction to OB: People in Social Context	Chatman, J. A., & Flynn, F. 2005. Full-cycle micro-organizational behavior research. *Organization Science, 16:* 434-447. Brush,C.G., Duhaime,I.M., Gartner, W.B., Steward, A., Katz, J.A., Hitt, M.A., Alvarez, S.A., Meyer, G.D., Venkataraman, S. (2003). Doctoral education in the field of entrepreneurship. *Journal of Management*, *29*: 309-331 Heath, C., & Sitkin, S. B. 2001. Big-B versus big-O: What is organizational about organizational behavior? *Journal of Organizational Behavior, 22*: 43-58. Johns, G. (2018). Advances in the Treatment of Context in Organizational Research, *Annual Review of Organizational Psychology and Organizational Behavior*, *2*:183-209. Presthus, R.V. (1959) Toward a theory of organizational behavior. Administrative Science Quarterly, *3:* 48-72.

| Week 2: Personality, Identity and Socialization | Allen, T., Eby, L.T., Chao, G.T., & Bauer, Talya, N. (2017). Taking stock of two relational aspects of organizational life: Tracing the history and shaping the future of socialization and mentoring research. *Journal of Applied Psychology*, *102*: 324-337.

Ashforth, B.E., & Schinoff, B.S. (2016). Identity under construction: How individuals come to define themselves in organizations. In F.P. Morgeson (Ed.), *Annual Review of Organizational Psychology and Organizational Behavior*, vol. 2: in press. Palo Alto, CA: Annual Reviews.

Leaetta M. Hough, Frederick L. Oswald, and Jisoo Ock, Beyond the Big Five: New Directions for Personality Research and Practice in Organizations, *Annual Review of Organizational Psychology and Organizational Behavior*, *2*: 183-209.

Stets, J. E. & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly*, *63*: 224-237. |
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Week 3: Motivation and Performance	John P. Campbell and Brenton M. Wiernik (2015). The Modeling and Assessment of Work Performance, *Annual Review of Organizational Psychology and Organizational Behavior, 2*: 47–74
	Edward L. Deci, Anja H. Olafsen, and Richard M. Ryan, (2017). Self-Determination Theory in Work Organizations: The State of a Science, *Annual Review of Organizational Psychology and Organizational Behavior, 4*: 19-43.
	Ayelet Fishbach and Kaitlin Woolley (2022). The Structure of Intrinsic Motivation, *Annual Review of Organizational Psychology and Organizational Behavior,9: 339-363*
	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
	Ruth Kanfer and Gilad Chen (2016). Motivation in organizational behavior: History, advances and prospects, *Organizational Behavior and Human Decision Processes*, *136:* 6-19.

Week 4: Leadership, Communication & Control	Andrew M. Carton (2022). The Science of Leadership: A Theoretical Model and Research Agenda *Annual Review of Organizational Psychology and Organizational Behavior 9: 61-93* Joann Keyton (2017). Communication in Organizations, *Annual Review of Organizational Psychology and Organizational Behavior 4: 501-526.* Robert G. Lord, Olga Epitropaki, Roseanne J. Foti, and Tiffany Keller Hansbrough (2020). Implicit Leadership Theories, Implicit Followership Theories, and Dynamic Processing of Leadership Information, *Annual Review of Organizational Psychology and Organizational Behavior 7: 49-74* Sim B. Sitkin, Chris P. Long, and Laura B. Cardinal (2020). Assessing the Control Literature: Looking Back and Looking Forward, *Annual Review of Organizational Psychology and Organizational Behavior 7*: 339-368 R. Takeuchi., A.C. Wang and J.L. Farh (2020). Asian Conceptualizations of Leadership: Progresses and Challenges. *Annual Review of Organizational Psychology and Organizational Behavior 7*: 233-256

| Week 5: Teamwork, Creativity, innovation | Michael Frese, and Michael M. Gielnik (2023). The Psychology of Entrepreneurship: Action and Process. *Annual Review of Organizational Psychology and Organizational Behavior 10: 137-164*

Philip Greenacre, Robert Gross and Jamie Speirs (2012). Innovation theory: A review of the literature. ICEPT Working paper. 3-38

John E. Mathieu, Peter T. Gallagher, Monique A. Domingo, and Elizabeth A. Klock (2019) Embracing Complexity: Reviewing the Past Decade of Team Effectiveness Research. *Annual Review of Organizational Psychology and Organizational Behavior 6*: 17-46

Sara L. Rynes and Jean M. Bartunek (2017). Evidence-Based Management: Foundations, Development, Controversies and Future. *Annual Review of Organizational Psychology and Organizational Behavior 4*: 235-261.

Ute Stephan (2022). Cross-Cultural Innovation and Entrepreneurship. *Annual Review of Organizational Psychology and Organizational Behavior 9*: 277-308. |

| Week 6: Work Attitudes and workplace mental health | Dolores Albarracin and Sharon Shavitt (2018). Attitudes and Attitude Change. *Annual Review of Psychology*, *69*: 299-327.

Paul Bliese, Jeffrey Edwards and Sabine Sonnentag (2017). Stress and Well-Being at Work: A Century of Empirical Trends Reflecting Theoretical and Societal Influences. *Journal of Applied Psychology*, *102*: 389-402

Stevan E. Hobfoll, Jonathon Halbesleben, Jean-Pierre Neveu, and Mina Westman (2018). Conservation of Resources in the Organizational Context: The Reality of Resources and Their Consequences, *Annual Review of Organizational Psychology and Organizational Behavior 5*: 103-128.

Timothy A. Judge and John D. Kammeyer-Mueller (2012). Job Attitudes. *Annual Review of Psychology*, *63*: 341-367

Timothy A Judge and Ryan Klinger (2017). Job Satisfaction: Subjective Well-Being at Work. In The *Science of Subjective Well-being,* Michael Eid and Randy J. Larson (Eds). Guilford Press: New York. 393-413.

Kathleen M. Sutcliffe; Timothy J. Vogus and Erik Dane (2016) Mindfulness in Organizations:A Cross-Level Review, *Annual Review of Organizational Psychology and Organizational Behavior 3*: 55-81 |