22-MGMT-9011
Seminar in Organizational Behavior
Fall 2017

Meeting time: Thursdays, 1-4 pm    Professor: Heather Vough, Ph.D.
Classroom: 502                509 Lindner Hall
Office hours: By appointment       556-5440 (O); 814-5075 (C)
Heather.vough@uc.edu

Course Description:

This course is designed to provide an overview of some of the major theories in organizational behavior-the study of how individuals think, feel, and act in organizational settings - as well as some of the more micro topics within the organizational theory domain. Given the breadth of the OB/OT literature and our limited 14 classes, the coverage will be far from comprehensive, but I will introduce you to many of the most frequently used theories as well as spark your interest in continuing to explore these areas on your own. More generally, the course has three goals:

1. To increase your knowledge of theory and research in the OB/OT domains.
2. To develop your analytic, research and critical thinking skills.
3. To begin your preparation for the comprehensive exam.

Instructional Methods

To achieve the course goals, this class is structured in a discussion format. Reading assignments that serve as the basis for discussion are listed in the course schedule (attached). You should complete the readings prior to class and come to class prepared to discuss the content. In addition, you will be responsible for facilitating class discussions on a rotating basis. This responsibility entails generating discussion questions and theory inventories, as well as facilitating the discussion during the designated class sessions.

Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>In-Class Participation</td>
<td>10%</td>
<td>Each Class Period</td>
</tr>
<tr>
<td>Leadership of Seminars</td>
<td>10%</td>
<td>Varies</td>
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<td>Reading Response Papers</td>
<td>10%</td>
<td>Most Class Periods</td>
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<tr>
<td>Deconstruct/Reconstruct</td>
<td>10%</td>
<td>September 21\textsuperscript{st}</td>
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<tr>
<td>Research Paper</td>
<td>50%</td>
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<tr>
<td>• 5% initial proposal</td>
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<td>October 5\textsuperscript{th}</td>
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<td>• Rough draft (not graded)</td>
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<td>November 2\textsuperscript{nd}</td>
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<td>• 10% Presentation</td>
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<td>November 30\textsuperscript{th}</td>
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<td>• 30% final paper</td>
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<td>December 11\textsuperscript{th}</td>
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<td>• 5% response to reviews</td>
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<td>December 11\textsuperscript{th}</td>
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<tr>
<td>Reviewing of Peers’ Papers</td>
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<td>November 16\textsuperscript{th}</td>
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All written assignments should be double spaced, Times New Roman 12 point font, with 1 inch margins.
In-Class Participation (10%)
Organizational behavior is a very broad field and it is difficult to fully capture even a subset of topics related to OB in a 14-week course. Accordingly, it is imperative that you attend each of the class sessions and come prepared to discuss the readings. Further, much of the learning in this class occurs as we exchange ideas, debate, and have conversations about concepts. In order to get the most out of this class, you need to be actively involved in those conversations.

In-class participation involves being in class, answering questions asked by the class leaders and professor, and expressing your own ideas and impressions of the readings. It also includes being punctual and staying through the entire class session. Both the quantity and quality of your contributions will be considered in your in-class participation score each week.

The questions listed below under “leadership of seminar” are also a good starting point for you as you prepare for class each week.

Leadership of Seminar (10%)
In each class session, one student will be responsible for leading the class. Who will lead which class will be determined on the first day of classes. Each student will have this responsibility multiple times per semester. When it is your turn to lead class you are responsible for preparing the following:

- Questions to be discussed in class.
- A Theory Inventory including a brief summary of the theories used in the papers for that week. I will have some example Theory Inventories available to you. Over the course of the semester, we will compile the theory inventories each week so that you have a condensed but comprehensive reference of the most used theories in OB. When it is your week to lead, you will identify key theories used and add them to the inventory (housed on Dropbox).
- A critique of the readings including identifying strengths and weaknesses (can be oral or written)

Your mark for class leadership will be based on your level of preparedness, thoroughness, and depth of description of the theories, clarity in presentation of the articles, and insight provided on the articles. Feel free to be creative with your class leadership, as long as it meets the above requirements.

The following questions may help you as you prepare to lead your sessions:

- What is the theory here? Does the theory matter? Why or why not?
- What are the strengths and weaknesses of the theory? Is there anything you disagree with or find controversial? Why?
- What underlying assumptions have been made?
- What boundary conditions can you identify? In other words, in what contexts might this theory apply or not apply?
- How do you see this article related to other OB topics?
- Was the methodology used the most appropriate to study the phenomenon? If not, what other approaches would you recommend?
- Do you trust the data analysis and interpretation? If not, what leads you to be skeptical?

Reading Response Papers (10%)
In the course of preparing for class that you are not leading, you should prepare a brief response paper to the readings for that week. These response papers should be no more than 2-3 double spaced pages in length and should not be simply summaries of the readings. Rather, they should be your responses to
the readings and should include insights you have gained from the readings, links to other topics, or critiques/concerns about the papers. As such, it is not necessary that you address each of the articles in your response papers, but you should include at least three of the articles that you have read and the relationship among them. The response papers will be assessed based on depth of insight into the focal theories of the week. You do NOT need to do a response paper on the weeks that you are leading a class session nor for the Nov 2nd session in which we discuss reviewing.

**Deconstruct/Reconstruct (10%)**

The objective of this assignment is to help familiarize you with how to write a manuscript in a top journal in your field. While the content of an article certainly influences your likelihood of publication, so does the structure of your arguments. In this assignment, you will pick an article that you admire from one of the top journals in your field and deconstruct and then reconstruct the introduction. In the deconstruction section, you will go sentence by sentence and describe what the author has done in each sentence. This is not a restatement of the author’s point, rather it is a description of what purpose each sentence provides in the context of the whole article. The deconstruction should be done in outline format. For example:

I.
   Paragraph 1
      a. Definition of key term
      b. Link between key term and important outcomes at work
      c. Elaboration on one particular relationship
      d. Identification of gap in existing research.

II. Paragraph 2.....

You will then reconstruct this format with your own research. In other words, you will take a research project you are currently working on, or even an idea you would like to use for your paper in this class, and replicate the structure of what the author has done. For example, if you are interested in transactive memory systems and you did the above deconstruction, you might begin: “Transactive memory systems are….. (CITES). When teams develop effective transactive memory systems it helps them learn and work together efficiently (CITES). In particular, when a group is able to develop a transactive memory system they are able to capitalize on learning and apply novel ideas to new situations more readily (CITES). However, there is little known about…. ” You should not be using the same words or content as the article you are reconstructing. Rather, you are mimicking the structure of the article. In addition to deconstructing and reconstructing the paper introduction, you should include a 2-3 page assessment of what you learned in the process of completing this assignment.

**Research Paper (50% total)**

**Research Paper (30%)**

The central assignment in this course is the completion of the front end of a research paper (introduction, literature review, theory building, methodology). This paper will be done in many steps over the course of the semester (outlined below) but I encourage you to begin thinking about topics that interest you very early on in the semester. The paper must include one or more of the theories we discuss in this class and must incorporate some of the readings we have done in the class. However, you can also incorporate other ideas and concepts from other areas, if relevant. The research paper, due Dec 11th, will be assessed on a number of criteria including:

- Relevance to important issues for organizational behavior
- Comprehensive understanding of the focal literature
- Presenting novel and interesting hypotheses or avenues for research
• Appropriateness of methodology
• Integration of feedback from professor and reviews
• Clarity of exposition, including clear structure and compelling arguments

Ideally, this paper will be relevant to your research interests and can be used as a springboard for full papers to be submitted to conferences or journals.

As described below, you will be required to submit both an initial proposal and a rough draft of the paper before the final paper is due. These versions must be submitted on the dates indicated.

Initial Proposal (5%)
In order to encourage you to begin thinking about your research topic early in the class, on October 5th you will hand in a 2 page initial proposal of the research paper you would like to do. This proposal will include research questions, a brief overview of the relationships you would like to address, and a basic description of the methodology you would like to use to study the topic.

Response to Reviews (5%)
On November 2nd we will have a session on the review process and you will submit a rough draft of your manuscript at the beginning of this session. The rough draft does not have to be complete, but it does have to have all of the sections and the majority of the work done. In this class period, your paper will be assigned to another member of the class for peer review. You will then receive your reviews in two weeks and are required to respond to them in a professional manner, based on our class discussion. Your response to reviews will be handed in with the complete research paper on December 11th. Responding to reviews in a respectful and confident manner is a key skill in getting papers published. This is an opportunity to practice and get feedback on that skill.

Presentation of Research (10%)
On November 30th each student will have 15 minutes to present her or his research ideas. This is an opportunity for you to learn about the work that other students are doing as well as to get feedback on your ideas. The presentations should be done using Powerpoint and should mirror a professional presentation, like those done at conferences. Your presentation will be assessed primarily on clarity of the ideas that you present. In-class participation for that day will be assessed partially on asking questions of other students and actively engaging in their research.

Reviewing of Peers’ Papers (10%)
We will have a workshop on November 2nd in which we will discuss the review process. Before the workshop you will be asked to read some commentaries by leading scholars on what is required of a good review and what the obligations of the reviewer are. You will also be provided with a manuscript that went through multiple revisions and the reviews of the manuscript, as well as the response to reviewers for each round. After this workshop, you will exchange your paper with one other student in the class and will provide a review of the rough draft submitted by one of your peers. Each review should be done as you would a review for a journal. As the manuscripts are rough, you should focus primarily on the ideas being conveyed and suggestions for how to better convey them rather than on grammatical or organizational issues (though suggestions regarding those may be helpful as well!). Your grade on your reviews will be based on how constructive and thorough your reviews are as well as the tone you take.
## Class Schedule

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<td>Fuller et al. (2006)</td>
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<td>Wrzesniewski &amp; Dutton (2001)</td>
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<td>Dec 11</td>
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<td>Final Presentations</td>
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**Conservation of Resources**
- Folkman & Lazarus (1985)
- Ohly & Fritz (2010)
- Grandey & Cropanzano (1999)
- Neveu (2006)
WEEK 1: INTRODUCTION TO THEORY IN OB

Required (7 articles: 100 pages)

What is theory?


The role of context


Additional Articles


What makes research interesting?


Organizational behavior past and present


WEEK 2: JOB CHARACTERISTICS THEORY AND FIT

Required Articles (6 articles: 184 pages)

Job Characteristics


Fit


**Additional Articles**


**WEEK 3: CONTINGENCY THEORY AND LEADERSHIP**

**Required Articles (6 articles, 102 pages)**


**Additional Articles**


WEEK 4: SOCIAL EXCHANGE THEORY

Required Articles (6 articles: 105 pages)


Additional Readings


**WEEK 5: EXPECTANCY THEORY AND GOAL SETTING THEORY**

**Required Articles (6 articles: 99 pages)**


**Additional Articles**


**WEEK 6: SELF-DETERMINATION AND SELF-REGULATION**

**Required Articles (5 articles: 101 + Mawritz pages)**


**Additional Articles**


**WEEK 7: SOCIAL IDENTITY THEORY AND SELF CATEGORIZATION THEORY**

**Required Articles (5 articles: 82 pages)**


**Additional Articles**


**WEEK 8: IDENTITY THEORY AND BOUNDARY THEORY**

**Required Articles (5 articles: 106 pages)**


**Additional Articles**


**WEEK 9: SOCIAL CONSTRUCTION**

**Required Articles (5 articles: 129 pages)**


**Additional Articles**


**WEEK 10: PERSPECTIVES ON EMOTIONS AND STRESS**

*Required Articles (6 articles: 167 pages)*


*Additional Articles*


**WEEK 11: THE REVIEW PROCESS**

**Required Articles (4 articles + Vough: 20 pages)**


Vough, H. (2012). From social construction week (I will send you the reviews and responses)

**WEEK 12: ATTRIBUTION AND STATUS CHARACTERISTICS THEORY**

**Required Articles (6 articles: 112 pages)**


**Additional Articles**


**WEEK 13: SOCIAL NETWORKS AND SOCIAL CAPITAL**

**Required Articles (5 articles: 180 pages)**


**Additional Articles**


**WEEK 14: CRITICAL AND POSTMODERN THEORY**

**Required Articles (4 articles: 106 pages)**


**Additional Articles**


