

Topics in Organisational Behaviour Research

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Credits and language

5 ECTS, taught in English

Course Description

This is a course about social behaviour in organisations. We will focus on the “micro” aspects of organisational behaviour rooted in psychology and social psychology concerning attitudes, emotions and behaviours within organizational contexts. Topics vary from year to year, but may include: leadership, motivation, emotion, group and intergroup processes, diversity and demography issues among others.

Papers and discussion will focus on theory development processes, critical analysis of methods and writing journal articles.

Evaluation

1. Participation:

Students will be expected to complete all of the reading assigned for each session and come prepared to discuss actively.

2. Leading discussions:

During each session, a student will be selected ahead of time to lead the discussion for the reading they are responsible for reviewing. This will entail:

- presenting a BRIEF summary of the paper (max 2 minutes)
- discuss the paper’s major contribution (theoretical, methodological) to the field and to your understanding of the phenomenon (max 3 minutes)
- evaluate paper’s strength’s and weaknesses and give suggestions as to how the paper could be improved (max 3 minutes)
- manage one question that can be asked from class (max 3 minutes)

Remember your audience will have read the paper so you should not present a long summary of the paper. You will be evaluated on your ability to present in a concise and clear way (preferably in English), while managing to elicit interest and raising key questions about the topic in your audience.

3. Individual paper:

This will be your opportunity to explore a topic in organisational behaviour in more depth, especially as to how it relates to your dissertation research. The aim is to write a paper that could be potentially submitted as theory or review piece in an academic journal. The paper with bibliography and figures should be 30 pages maximum (types, 12 point, doubled spaced). The deadline is the last day of the exam period for second semester.

Class participation and leading discussion: 50% of the final grade

Individual paper: 50% of the final grade.

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
12h-13h00	History, overview of topic, review of classics	Introduction to topics in OB research	Leadership	Motivation	Emotion	Cognition	Group, intergroup
13h13h45	Student lead discussion						
<i>Break</i>							
14h00 14h45	Student lead discussion						
14h45 16h00	OB, research methods, and YOU	What is the methodological “fit” of your PhD research?	Are you a theory builder or a theory tester?	Methods to complete the conceptual development phase of your dissertation theory building	Research & practice: Mind the gap!	What is the impact of context on your PhD research?	Cocktail

General instructions for weekly readings

All readings (in English) are available through MYSBS

In this class you will be expected to read (and participate)... A LOT! But only the student lead discussion readings and the OB research methods readings are compulsory. So you will be reading about 3 papers per week.

- Student lead discussion readings
 - If you are the student leading the discussion you know what to do (refer to instructions above).
 - If you are not leading a discussion, you will be expected to read the articles that will be presented in the “student lead discussion” and prepare a few questions for the presenter. These questions could be theoretical, methodological, just clarification or even gut-reactions, and maybe addressed by the presenter or just stimulate class discussion. Bear in mind that students presenting may also have very specific issues on which they have feedback, so the general idea is to know the readings so that you can fully participate in class discussion and give feedback to the presenter (in English or French).

- OB research methods and you readings
 - You will also be expected to read the methodological paper for each week and will be asked to use it to help you *position and defend* your PhD dissertation research method choices. You should be prepared to discuss the link between the methodological paper and your PhD in the last hour of class. The idea of this exercise is to help you strengthen your capacity to answer tough methodological questions with regards to your research choices and preferences.

Week 1: Introduction to topics in OB research

History, overview of the topic, review of the classics

Miner, J. (2003). The Rated Importance, Scientific Validity, and Practical Usefulness of Organizational Behavior Theories: A Quantitative Review. *Academy of Management Learning & Education, Vol. 2 Issue 3*, p250-268.

Singh, R.P. & Schick, A.G. (2007). Organizational Behavior: Where Does It Fit in Today's Management Curriculum? *Journal of Education for Business, Vol. 82 Issue 6*, p349-356.

Vail, P.B. (2007). F.J. Roethlisberger and the Elusive Phenomena of Organizational Behaviour. *Journal of Management Education, 31*, 321-338.

Lead Discussion

To be announced

OB, Research Methods and You?

Edmonson, A.C., & Mcmanus, S.E. (2007). Methodological fit in management field research. *Academy of Management Review, Vol. 32 Issue 4*, p1155-1179.

Question to be discussed: Use table 2 (p.1160) to help you assess the methodological fit of your dissertation research, be ready to discuss.

Week 2: Leadership

History, overview of the topic, review of the classics

House, R.J., & Aditja, R.N. (1997). The social scientific study of leadership: Quo Vadis? *Journal of Management*, 23, pp.409-473.

Stone, A.G., & Patterson, K. (2005). The history of leadership focus. *Servant Leadership Roundtable, School of Leadership Studies, Regent University*. (thanks to Danny Sandra!)

Student Lead Discussion

To be announced

OB, Research Methods and You?

Colquitt, J.A., & Zapata-Phelan, C.P. (2007). Trends in theory building and theory testing: A five decade study of the academy of management journal. *Academy of Management Journal*, Vol. 50 Issue 6, p1281-1303,

Question to be discussed: Use the taxonomy in Fig 1 (p 1283) to help you asses the theoretical contribution of your research dissertation.

Week 3: Motivation

History, overview of the topic, review of the classics

Amabile, Teresa M (1997). Motivating creativity in organizations: on doing what you love and loving what you do. *California Management Review*, Vol. 40 Issue 1, p39-58.

Steel, P. & König, C.J. (2006). Integrating theories of motivation. *Academy of Management Review*, Vol. 31 Issue 4, p889-913.

Student Lead Discussion

To be announced

OB, Research Methods and You?

Storberg-Walker, J. & Chermack, T.J. (2007). Four methods for completing the conceptual development phase of applied theory building research in HRD. *Human Resource Development Quarterly*, Vol. 18 Issue 4, p499-524.

Question to be discussed: This week we will try to push forward the conceptual development phase of your dissertations. Use this article (specially Whetten's modelling-as-theorizing method, described P. 510, and again P.518) to help you draw a graphical representation of the theoretical model underpinning your dissertation research. You can be as creative as you want but ideally bring something big enough that we can post on classroom walls for everyone to see.

Week 4: Emotion

History, overview of the topic, review of the classics

Barsade, S.G. & Gibson, D.E. (2007). Why Does Affect Matter in Organizations? *Academy of Management Perspectives, Vol. 21 Issue 1*, p36-59.

Wranik, T., Feldman Barrett, L., & Salovey, P. (2007). Intelligent emotion regulation: Is knowledge power? In J. Gross (Ed.). *Handbook of emotion regulation* (pp. 393-407). New York: Guilford.

Student Lead Discussion:

To be announced

OB, Research Methods and You?

Research and practice: mind the gap! Choose any one article from the *Academy of Management Journal Vol 50 (5)* special issue on research – practice gap.

Question to be discussed: Be ready to discuss to what extent your dissertation research addresses the research practice gap.

Week 5: Cognition

History, overview of the topic, review of the classics

Lord, Robert G.; Smith, Jonathan E. (1983) Theoretical, Information Processing, and Situational Factors Affecting Attribution Theory Models of Organizational Behavior. *Academy of Management Review*, Vol. 8 Issue 1, p50-60.

Walsh, J.P. (1995). Managerial and organizational cognition: Notes from a trip down memory lane. *Organization Science*, Vol. 6 Issue 3, p280-321.

Student Lead Discussion:

To be announced

OB, Research Methods and You?

Johns, G. (2006). The essential impact of context of organizational behaviour. *Academy of Management Review*, Vol. 31 Issue 2, p386-408.

Question to be discussed: Using the taxonomy proposed by the authors to analyze contextual factors of OB research (figure 1 p. 392) outline the context of your dissertation research.

Week 6: Group and Intergroup

History, overview of the topic, review of the classics

Alderfer, C.P., & Smith, K.K (1982). Studying Intergroup Relations Embedded in Organizations. *Administrative Science Quarterly*, Vol. 27 Issue 1, p35-65.

Huddy, L (2004). Contrasting Theoretical Approaches to Intergroup Relations. *Political Psychology*, Vol. 25 Issue 6, p947-967.

McGrath, J.E., Arrow, H.; Berdahl, J.L. (2000). The Study of Groups: Past, Present, and Future. *Personality & Social Psychology Review*, Vol. 4 Issue 1, p95-105.

Student Lead Discussion:

To be announced