

MANAGEMENT 650/Theory and Research in Organizational Behavior
Spring 2007: Tuesday 2:30 – 5:00

Dr. “C”
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Office Hours: M: 9:30 – 11:30
T 12:30 – 2:15
By Appointment
Whenever you can catch me

Textbooks:

- Porter, L.W., Bigley, G.A., & Steers, R.M. (2003) Motivation & Work Behavior (7th Edition), New York: McGraw-Hill.
- Yukl, Gary (2002) Leadership In Organizations (7th Edition), New Jersey: Prentice Hall.
- Packet of articles available at BC Computer lab (3rd floor).

COURSE DESCRIPTION:

The purpose of this course is to familiarize you with several major topics in organizational behavior and to introduce major theories and empirical research in these areas. Because the literature in organizational behavior has grown enormously in recent years, it is impossible in a single seminar to accomplish a comprehensive review. Consequently, we will only cover a small number of organizational concepts. You will each select an area to investigate in some depth, in your research proposal.

COURSE EXPECTATIONS:

This is a seminar type course. This means that seminar participants have an important responsibility for the learning that will take place. Discussion and interaction with one another, inside and outside the classroom, is an important source of learning for this course. I will assign several readings for each class meeting (see attached Schedule of Readings). Those readings marked in “**bold**” are required readings. Other articles and books listed are for those wishing to pursue the topic in more depth. We expect seminar participants to attend each session, to have thoroughly read and “mastered” the required readings for that session, and to be prepared to discuss the material. Each participant should bring to class every meeting at least two or three well-phrased research questions, propositions or hypotheses dealing with the readings for the day. Consult the book *Dissertations and Theses from Start to Finish* (pages 35-42) for guidance in developing these.

I will assign discussion leaders in each class session. The discussion leaders have the responsibilities of: 1) giving a *very brief* overview of each article to refamiliarize everyone with its main points; 2) preparing and distributing to each seminar participant a list of several questions, discussion points, or research issues based on the readings; & 3) leading a discussion of the articles and the issues they raise. On the days when you are not a discussion leader, you have a responsibility to help ensure that a stimulating discussion takes place.

COURSE REQUIREMENTS

1. **Prepare and lead seminar discussions.** For each seminar, the discussion leader(s) will give a *short* overview of each article as described above. The leader will also prepare and distribute discussion questions to guide the discussion of the topics.
2. **Research Paper Proposal.** A major research paper on an organizational behavior topic related to one of those discussed in the seminar will be due on Tuesday 4/24. Students will select a topic of interest (pending Instructor Approval). The paper should emphasize the theory and research that addresses the chosen topic. Reviewing several articles from the Academy of Management Review will likely help you conceptualize the paper. You will accomplish the research in phases. Two fellow students and the Instructor will read and provide feedback on each phase.

Phase 1: Turn in two or three ideas for possible paper topics of interest. The two assigned texts as well as the text on *Dissertations and Theses* can be valuable in your search for topics. If you still have difficulty, consult the Instructor. I have a million research ideas. 25 points.

Phase 2: Turn in a research question and/or hypothesis. 25 points.

Phase 3: Turn in an Introduction of the problem/issue – see third bullet of Phase 4. 25 points.

Phase 4: Turn in a complete paper to include a proposed research design and research methodology. The complete paper should contain:

- A Title Page.
- An Abstract
- An Introduction that introduces the problem/issue you are addressing. This section reflects enough reading on your part (with cited references) to indicate that the problem is an issue of some significance, which needs attention. Why is your research important and how does it contribute to existing knowledge.
- An extensive literature review of relevant theory and research that supports your introduction.
- A restatement of your research problem/hypotheses. In stating the propositions/hypothesis you should give careful thought to how the variables are operationalized and analyzed.
- A proposed research design (type of research, sample makeup, and size, measurement tools and/or qualitative approach to include proposed statistical analysis.
- A discussion (critical analysis) that includes a discussion of the strengths and weaknesses of your research and proposes propositions/hypotheses for future research to include how variables might be operationalized and analyzed.

- 3). **Research Critiques/Reviews:** Each student will turn in two article critiques. The first, due 2/27, is worth 50 points. The second critique, due 4/10 is worth 100 points. I will designate which articles to critique at a later time.
- 4). **Two Exams:** We will have two exams. The first is on 3/13 and covers the first half of the semester. The second is on 5/8 and will cover the second half of the semester. The questions and format will resemble those you can expect to encounter on your doctoral comprehensive examination.
- 5). **Class Participation/Responsibility:** I expect all seminar participants to read the assigned materials thoroughly and to contribute to discussions during class sessions. The amount of material we cover is too much for you to be able to “cram” for the final exam. You must keep engaged and current. I will often randomly select students to answer questions designed to keep you engaged in the material and to help me assess your familiarity with the readings. See the Guides for Class Preparation.

Included in this grade is attendance, turning assignments in on time, and helping other students (reviewing their papers, feedback, sharing the work).
- 6). **Attendance:** Students are expected to attend all scheduled class meetings and to be on time. Unexcused absences or tardiness will be reflected in the participation and/or discussion leader portions of the grading for the course.

I will calculate the final grade according to the following weights:

Discussion Leader	15%	150 possible points
Class Participation	15%	150 possible points
Research Paper	25%	250 possible points
Final Examination	30%	300 possible points
Critique 1	5%	50 possible points
Critique 2	10%	100 possible points

GUIDES FOR CLASS PREPARATION: When preparing for class discussions, developing questions to lead a discussion, or when reviewing articles, consider the following questions and issues.

- 1). What is the theory/hypothesis/problem statement? What is the study intended to explain? What are the relevant units (constructs, variables) and levels of analysis?
- 2). Does the theory/experiment/study have validity?
- 3). In what way, if any, does the study/theory make non-intuitively obvious predictions?
- 4). What is the usefulness of the theory/study? That is does it explain important phenomena? Does it provide the basis for practical application? Does it reconcile important issues, conflicting opinions, or conflicting prior research findings? How so?

- 5). With respect to the empirical studies, are the theoretical constructs operationalized appropriately?
- 6). Are the research designs and/or statistical methods appropriate and do they produce the desired information?
- 7). Are the interpretations and conclusions consistent with the evidence presented?
- 8). What research possibilities 'popped' into your mind(s) as you read the article?

Mgt. 650: Theory & Research in Organizational Behavior
(Tentative Meeting Schedule as of 1/16/2007)

Class 1:	Tuesday, 1/23	Introduction Science and the Scientific Approach Key Terms in the Scientific Research Method
Class 2:	Tuesday, 1/30	Some Methodology Issues Validity & Reliability Philosophy of Science MaxMinCon
Class 3:	Tuesday, 2/6	Motivational Issues
Class 4:	Tuesday, 2/13	Motivational Issues
Class 5:	Tuesday, 2/20	Motivational Issues
Class 6:	Tuesday, 2/27	Research Ideas Due Motivation Issues
Class 7:	Tuesday, 3/6	Critique 1 Due Motivation Issues
Class 8:	Tuesday, 3/13	Exam 1 Research Question Due Motivation Issues
Class 9:	Tuesday Spg. break	
Class 10:	Tuesday 2/27	Leadership Traits, Behaviors & Exchanges
Class 11:	Tuesday, 4/3	Research Introduction Due Leadership Traits, Behaviors & Exchanges
Class 12:	Tuesday, 4/10	Critique 2 Due Leadership Traits, Behaviors & Exchanges
Class 13:	Tuesday, 4/17	Leadership Traits, Behaviors & Exchanges
Class 14:	Tuesday 4/24	Research Paper Due Leadership Traits, Behaviors & Exchanges
Class 15:	Tuesday 5/1	Leadership Traits, Behaviors & Exchanges
Class 16:	Tuesday 5/8 – Exam 2: 2:30 – 5:00	

Meeting # 2: Some Methodology Issues (Fall, 03 & 05).

1. **Kerlinger, F. N., 1992. Pgs. 3 – 40. Chapt. 1: Science and the Scientific Approach. Chapt. 2: Problems & Hypotheses. Chapt. 3: Constructs, Variables, & Definitions.**
 - **Write operational definitions for one of the following constructs. When possible, write two such definitions: an experimental one and a measured one.**

Reinforcement	Punitiveness
Achievement	Reading ability
Underachievement	Needs
Leadership	Interests
Transfer of training	Delinquency
Level of aspiration	Need for affiliation
Organizational conflict	Conformity
Political Preference	Marital satisfaction

2. **Cook & Campbell, 1979.**
 - Chapter 1: Causal Inference and the Language of Experimentation (Philosophy of Science). Pgs. 1 - 36**
 - Chapter 2: Validity. Be ready to define & recognize the attached threats to Validity. Pgs. 37 - 82**

4. **Morgan, G. & Smircich L, 1980. The Case for Qualitative Research, Academy of Management Review, 5(4), 491-500.**

Meeting 3: Tuesday, 1/30

Motivational Issues in Porter, Bigley, & Steers (2003). Motivation and Work Behavior. 7th ed., McGraw-Hill Irwin. Pgs. 1 – 178.

Terrence R., Mitchell and Denise Daniels. Observation and Commentary on Recent Research in Work Motivation.

Richard M. Ryan and Edward L. Deci. Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.

Richard T. Mowday and Kenneth A. Colwell. Employee relations to Unfair Outcomes in the Workplace: The Contributions of Adam's Equiry Theory to Understanding Work Motivation.

Russell Cropanzano and Deborah E. Rupp. An Overview of Organizational Justice: Implications for Work Motivation.

Judith L. Komaki. Reinforcement Theory at Work: Enhancing and Explaining What Employees Do.

Edwin A. Locke. Motivation through Conscious Goal Setting.

Alexander D. Stajkovic and Fred Luthans. Social Cognitive Theory and Self-efficacy: Implications for Motivation Theory and Practice.

Barry M. Staw. Organizational Psychology and the Pursuit of Happy/Productive workers

Denise M. Rousseau and Snehal A. Tijoriwala. What's a good reason to Change? Motivated Reasoning and Social Accounts in Promoting Organizational Change.

Fred Luthans, Positive Organization Behavior (POB). Implications for Leadership and HR Development and Motivation.

Meeting 4: Tuesday 2/13

The Role of Goals and Intentions in Motivation. The Role of Affect in Motivation. The Role of Social Influences in Motivation.

Text: Porter, Bigley, and Steers. Motivation and Work Behavior. Pgs. 178 – 327 (Chapters 4, 5, & 6).

Goal Commitment and the Goal-Setting Process: Conceptual Clarification and Emperical Synthesis. Howard J. Klein, Michael J. Wesson, John R. Hollenbeck, & Bradley J. Alge.
MICHAEL & JACOB

A review of the Influence of Group Goals on Group Performance. Anne M. O’Leary-Kelly, Joseph J. Martocchio, and Dwight D. Fink.

Yours, Mine, and Ours: Facilitating Group Productivity through the Integration of Individual and Group Goals. Deborah F. Crown and Joseph G. Rosse. **BRENT & SHRIKANTH**

All Negative Moods are Not Equal: Motivational Influences of Anxiety and Sadness on Decision Making. Rajagopal Raghunathan and Michel T. Pham. **MARIA & ANTONIO**

Computer Technology Training in the Workplace: A Longitudinal Investigation of the Effect of Mood. Viswanath Venkatesh and Cheri Speier. **ASHISH & CELINE**

Ways Groups Influence Individual Work Effectiveness. Lyman W. Porter, Edward E. Lawler III, and J. Richard Hackman. **KHADIJA & ISAAC**

Misbehavior in Organizations: A Motivational Framework. Yav Vardi and Yoash Weiner.
DAVID AND MANOS

Recasting Janis’s Groupthink Model: The Key Role of Collective Efficacy in Decision Fiascoes. Glen Whyte.

Meeting 5: Tuesday 2/20

Pgs. 327 – 450

Where Bias Begins: The Truth About Stereotypes. Paul, Annie Murphy

Cultural Constrains in Management Theories. Geert Hofstede

Cultural Influences on Work Motivation and Preformance, Carlos J. Sanchez-Runde and Steers.

Personal Initiative at Work: Differences between East and West Germany. Frese, Kring, Soose, & Zempel

Ganbatte: Understanding the Japanese Employee. Meek

Working Smarter and Harder: A Longitudinal Study of Managerial Success. Chatman

The Effects of Social Identity on the Self-Set Goals and Task Performance of High and Low Self-esteem Individuals, Pilegge and Holtz.

Meeting 6: Tuesday 2/27

**Porter, Bigley & Steers (2003). *Motivation and Work Behavior*. 7th ed. Pages 451 - 590
Chapters 9, 10 & 11.**

Lawler, Edward E. *The Design of Effective Reward Systems*

Kerr, Steven. *On the Folly of Rewarding A. While Hoping for B.*

Pearce, Jone L. *Why Merit Pay Doesn't Work: Implications from Organizational Theory*

Pfeffer, Jeffrey. *Six Dangerous Myths about Pay*

Duncan, W. Jack. *Stock Ownership and Work Motivation.*

George, Jennifer M. *Asymmetrical Effects of Rewards and Punishments: The Case of Social Loafing.*

Butterfield, K.D.; Trevino, L. K.; Ball, G.A. *Punishment from the Manager's Perspective: A Grounded Investigation and Inductive Model.*

Amabile, T.M. *Motivating Creativity in Organizations: On Doing What you love and loving what you do.*

Cummings A. & Oldham G.R. *Enhancing Creativity: Managing Work Contexts for the High Potential Employee.*

Meeting #7: Tuesday 3/6

- 1). **Porter, Bigley, & Steers. (2003). Chapter 1: Motivation in Organizations in Motivation and Work Behavior, 7th ed., Irwin McGraw Hill, Boston, MA. Pp. 1-44.**
- 2). **Ryan, R.M., & Deci E.L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development and Well-being in Porter, Bigley, & Steers. Motivation and work behavior, 7th ed., Irwin McGraw Hill, Boston, MA. pp. 45-65.**
- 3). **Pinder, C. (1998). Growth Needs and intrinsic motivation at work. In C.C. Pinder, Work Motivation in Organizational behavior, 164-207.**
- 4). **Herzberg, F. 1968. One more time: How do you motivate employees? Harvard Business Review, January/February issue, pp. 53-62.**
- 5). **McClelland, D.C. & Boyatzis, R.E. (1982). Leadership motive pattern and long-term success in management. Journal of Applied Psychology, 67(6), 737-743.**
- 6). **Stajkovic, A.D. & Luthans, F. Social Cognitive Theory and Self-Efficacy: Implications for Motivation Theory and Practice in Porter, Bigley, & Steers. Motivation and work behavior, 7th ed., Irwin McGraw Hill, Boston, MA pp. 126 - 140**

Deci, E.L. & Ryan, R.M. Intrinsic Motivation and Self-Determination in Human Behavior. From E.L. Deci & R.M. Ryan, Intrinsic Motivation & Self Determination in Human Behavior, New York: Plenum Press, 1985. 44-57.

McClelland, D.C. & Burnham, D.H. (1976). Power is the great motivator. Harvard Business Review, March – April.

Wahba, M.A. & Bridwell, L.G. (1973). Maslow reconsidered: A review of research on the need hierarchy theory. Proceedings of the thirty-third Annual Meeting of the Academy of Management, 514-520.

Hampton, D.R. (1976). Selection and Motivation. Human Resource Management, 15(2), 22-29.

Pinder, C.C. (1984). Growth needs and Intrinsic Motivation (Chapter 4). In Work Motivation, Scott-Foresman, Dallas, TX, 57-78.

Wiersma, U.J. 1992. The effects of extrinsic rewards in intrinsic motivation: A meta-analysis. Journal of Occupational and Organizational Psychology, 65, 104-114.

Meeting # 8: Tuesday 3/13

1. **Pinder, C.C. 1998, Expectancy-valence theories of work motivation. In C.C. Pinder, Chapt. 12, Work motivation in organizational Behavior, 337-364.**
2. **Locke, Edwin A. (1996). Motivation through Conscious Goal Setting. In Porter, Bigley & Steers Motivation and work behavior, 7th ed., Irwin McGraw Hill, Boston, MA pp. 113 – 125.**
3. **Mowday, R.T. & Colwell, K. A. Employee Reactions to Unfair Outcomes in the Workplace: The Contributions of Adams's Equity Theory to Understanding Work Motivation. In Porter, Bigley & Steers Motivation and work behavior, 7th ed., Irwin McGraw Hill, Boston, MA pp. 65 – 82.**
4. **O'Leary-Kelly, A.m., Martocchio, J.J. Frink, D.D. (1994). A Review of the Influence of Group Goals on Group Performance. Academy of Management Journal, 37(5), 1285-1301.**
5. **Wood, R. & Bandura, A. (1989). Social Cognitive Theory of Organizational Management in Steers, Porter, & Bigley in Motivation & Leadership at Work, 6th ed., Irwin McGraw Hill, Boston, MA pp. 84-94.**
6. **Vardi, Y. & Wiener, Y. (1996). Misbehavior in Organizations: A Motivational Framework. In Porter, Bigley & Steers Motivation and work behavior, 7th ed., Irwin McGraw Hill, Boston, MA pp. 307 – 326.**
7. Latham, G.D. & Locke, E.A. (1970). Goal Setting – A motivational technique that works. *Organizational Dynamics*, Autumn.
8. McFarlin, D.B. Sweeney, P.D. (1992). Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. Academy of Management Journal, (35(3), 626-337.
9. Cropanzano, R. & Rupp D.E.. An Overview of Organizational Justice: Implications for Work Motivation. In Porter, Bigley & Steers Motivation and work behavior, 7th ed., Irwin McGraw Hill, Boston, MA pp. 82 – 95
- 10). Griffith, R.W., Vecchio, R.P. & Logan, J.W., Jr., (1989). Equity theory and interpersonal attraction, Journal of Applied Psychology, 74(3), 394-401.
- 11). Aquino, K. Griffith, R. W., Allen, D.G. & Horn, D.W., (1994). Integrating justice constructs into the turnover process. A test of reference cognitions model. Academy of Management Journal, 40(5), 1208-1227.

DISTRIBUTE ELSEWHERE

Meeting 9: Tuesday Reward Systems in & Other Approaches to Motivation

- 1). **Cropanzano R. & Folger, R. Procedural Justice and Worker Motivation in Steers, Porter & Bigley, Motivation & Leadership at work. pp. 72 – 83.**
- 2). **Kerr, S. (1995) On the Folly of Rewarding A, While Hoping for B. Academy of Management Executive, Vol. 9-1. Also in your text Motivation & Work Behavior. Pp. 479-486.**
- 3). **Pearce, J.L. Why Merit Pay Doesn't Work: Implications from Organization Theory. Porter, Bigley, & Steers, Motivation & Work Behavior. Pp. 487-483.**
- 4). **Pfeffer, J. (1998) Six Dangerous Myths about Pay, in Porter, Bigley & Steers, Motivation & Work Behavior. Pp. 494 – 506.**
- 5). **Eisenberger, R. & Cameron J. (1996). Detrimental Effects of Reward: Reality or Myth? American Psychologist. Vol. 51-11, pp. 1153-1166.**
- 6). **Stajkovic, A.D. & Luthans, F. (2001). Differential effects of incentive motivators on work performance. Academy of Management Journal, 44(3), pp. 580-590.**
- 7). **Luthans, F. & Stajkovic, A.D. (1999). Reinforce for performance: The need to go beyond pay and even rewards. Academy of Management Executive, 13(2), 49-57.**
- 8). **Kohn, A. (1993). Why Incentive Plans Cannot Work. In Steers, Porter & Bigley, Motivation & Leadership at work. Pp. 512 – 518.**
- 9). **Markham, S.E. (1988). Pay-for-Performance Dilemma Revisited: Empirical Example of the Importance of Group Effects. Journal of Applied Psychology, 73(2), 172-180.**
- 10). **Lawler III, E. (1987). The Design of Effective Reward Systems in Porter, Bigley, & Steers, Motivation & Work Behavior. Pp. 457 – 478.**
- 11). **Komaki, J. L. (2002). Reinforcement Theory at Work: Enhancing and Explaining what employees do. In Porter, Bigley, & Steers, Motivation & Work Behavior. PP. 95 – 113.**

Meeting 9: Leadership Traits, Behaviors & Exchanges

1. Steers, B., Porter & Bigley. (1996). Chapt. 3: Models of Leadership. In Motivation and Leadership at Work. Pp. 166 – 183.
2. Lord, R.G., & Hall, R.J. (1992). Contemporary views of leadership and individual differences. Leadership Quarterly, 3(2), 137-157.
3. Kirkpatrick, Shelley A. & Locke, Edwin A. (1991). Leadership: Do Traits Matter? In Steers, Porter & Bigley Motivation and Leadership at Work, pp. 186-199.
4. Larson, L.L, Hunt, J.G., & Osborn, R.N. (1976). The great Hi-Hi leader behavior myth: A lesson from Occam's razor. Academy of Management Journal, 19, 628-639.
5. Schriesheim, C.A., Neider, Linda L. (1989). Leadership Theory and Development: The Coming "New Phase" in Steers, Porter & Bigley (1996) Motivation and Leadership at Work. Pp. 200 – 233.
6. Kerr, S., Schriesheim, C.A. (1974). Consideration, initiating structure and organizational criteria—An update of Korman's 1966 review. Personnel Psychology, 27, 555-568.
7. Fisher, B.M. & Edwards, J.E. (1988). Consideration and initiating structure and their relationships with leader effectiveness: A meta-analysis. In Proceedings of the Academy of Management Annual Meeting, 201-205.
8. Misumi, J., Peterson, M. (1985). The performance-Maintenance (pm) theory of leadership: Review of a Japanese research program. Administrative Science Quarterly, 30, 198-223.
9. House, R.J. (1987). The all things in moderation leader. Academy of Management Review, 12(1), 164-169.
10. Smith, P.B., Peterson, M. Misumi, J., Bond, M. (1992). A cross-cultural test of the Japanese pm leadership theory. Applied Psychology: An International Review, 41(1) 5-19.
11. Zaccaro, S.J., Foti, R.J. & Kenny, D.A. (1991). Self-monitoring and trait-based variance in leadership: An investigation of leader flexibility across multiple group situations. Journal of Applied Psychology, 76(2), 308-314.
12. Fleishman, E.A., Zaccaro, S.J., Mumford, M.D. (1991). Individual differences and leadership: An overview. Leadership Quarterly, 2(4), 237-239 only.

Meeting #10 – Other Approaches to Leadership

- 1). Conger, J.A. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. Leadership Quarterly, 10(2), 145-179.
- 2). Hinken, T.R. & Tracey, J.B. (1999). The relevance of charisma for transformational leadership in stable organizations. Journal of Organizational Change Management, 12(2), 105-119.
- 3). Waldman, D.A. Ramirez, G.G., House, R.J. & Puranam, P. (2001). Does leadership matter? CEO leadership attributes and profitability under conditions of perceived environmental uncertainty. Academy of Management Journal, 44(1), 134-143.
- 4). Hinken, T.R. & Tracey, J.B. (1999). The relevance of charisma for transformational leadership in stable organizations. Journal of Organizational Change Management, 12(2), 105-119.
- 5). Howell, J.P., Bowen, D.E., Dorfman, P.W., Kerr, S., & Podsakoff, P.M. (1990). Substitutes for leadership: Effective alternatives to ineffective leadership in Steers, Porter & Bigley, Motivation and Leadership at Work, pp. 672-682.
- 6). Offerman, L.R., Kennedy, J.K., Jr., Wirtz, P.W. (1994). Implicit leadership theories: Content, structure and generalizability. Leadership Quarterly, 5(1), 43-58.
- 7). Howell, J.P. & Costley, D.W. (2001). Understanding Behaviors for Effective Leadership. Upper Saddle River, NJ: Prentice-Hall
- 8). Yukl, G.L. (2002). Leadership in Organizations, 5th ed. Upper Saddle River, NJ: Prentice-Hall.
- 9). Huges, Ginnett, Curphy (2002). Leadership: Enhancing the Lessons of Experience. 4th ed. Boston, MA: McGraw-Hill Irwin.

Meeting # 11

- 1). Hollander, E.P. (1993). Legitimacy, power and influence: A perspective on relational features of leadership. In M.M. Chemers & R. Ayman, Leadership Theory and Research. San Diego: Academic Press, 29-44.
- 2). Yukl, Gary (2002). Chapter 6: Power & Influence in Leadership in Organizations 5th edition, Prentice Hall, Upper Saddle River, New Jersey, pp. 141 – 171.
- 3). Yukl, G. Kim, H. & Chavez C. (1999). Task Importance, Feasibility and Agent Influence Behavior as Determinants of Target Commitment. Journal of Applied Psychology. Vol. 84 no. 1, pp. 137-143
- 4). Yukl, G. & Chavez, C. (2002). Influence tactics and leader Effectiveness in Neider, L. & Schriesheim C. Leadership, Information Age Publishing, Greenwich, Connecticut. Pt. 139 – 165.
- 5). Yukl G., Chavez, C. & Seifert, C. (2003). Assessing the Utility of Two New Influence Tactics with Three Research Methods (2003). Academy of Management Proceedings of the Annual Meeting (2003), Currently under review Journal of Applied Psychology.
- 6). Fu, P. P. & Yukl, Gary (2000). Perceived Effectiveness of Influence Tactics in the United States and China. Leadership Quarterly, 11(2), pp. 251-266.
- *7). Chavez, C. & Yukl, G. (2003). Effectives of Collaboration and Rational Persuasion in Lateral Influence Attempts. Western Academy of Management Proceedings of the Annual Meeting (2001). Recently rejected 3rd. R & R Journal of Applied Psychology.

Meeting 12 – Tuesday 4/17

Recent Trends in Leadership Research (Creativity, Cross-Cultural,

- 1). **Amabile, T.M. (1997). Motivating Creativity in Organizations: On Doing what you Love and Loving What you Do, in Porter, Bigley, & Steers (2003) Motivation and work behavior, pgs. 559-576 (Chapt. 11).**
- 2). **Cummings, A. & Oldham, G. (1997). Enhancing Creativity: Managing Work Contexts for the High Potential Employee, in Porter, Bigley, & Steers (2003) Motivation and work behavior, pgs. 577-591.**
- 3). **Hofstede, G. (1993). Cultural Constraints in Management Theories, in Porter, Bigley, & Steers (2003) Motivation and work behavior, pgs. 344-357.**
- 4). **Sanchez-Runde, C. & Steers, R. (2001). Cultural Influences on Work Motivation and Performance, in Porter, Bigley, & Steers (2003) Motivation and work behavior, pgs. 358-374.**
- 5). **Schermerhorn, Jr. & Nyaw, Mee-Kau, N. (1990). Managerial Leadership in Chineses Industrial Enterprises: Legacies of Complex Structures and Communist Party Involvement, in Steers, Porter, & Bigley (1996) Motivation and Leadership at Work, pgs. 481-493.**
- 6). **Ichikawa, A. (1993). Leadership as a Form of Culture: Its Present and Future States in Japan, in Steers, Porter, & Bigley (1996) Motivation and Leadership at Work, pgs. 455-468.**
- 7). **Senge, Peter M. (1990). The Leader's new work: Building Learning Organizations in Steers, Porter, & Bigley (1996) Motivation and Leadership at work, pgs. 724-746.**
- 8). **Meindl, J.R., Ehrlich, S.B. & Cukerich, J.M. The Romance of Leadership. In Steers, Porter & Bigley, Motivation and Leadership at Work, pgs. 234-259.**
- 9). **Greenleaf, R.K. The Servant as leader. In R.P. Vecchio (ed.), Leadership (1997), University of Notre Dame Press, 429-438.**
- 10). **Fairhurst, G.T. (1993). The leader-member exchange patterns of women in industry: A discourse analysis. Communication Monographs, 60,December issue, 321-351.**
- 11). **Phillips, J.S. & Lord, R.G. (1986). Notes on the practical and theoretical consequences of implicit leadership theories for the future of leadership measurement, Journal of Management, 12(1), 31-41.**