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:
- 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Leader</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>Critique 1</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Critique 2</td>
<td>10%</td>
<td>100</td>
</tr>
</tbody>
</table>

**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).

   - Write operational definitions for one of the following constructs. When possible, write two such definitions: an experimental one and a measured one.

   Reinforcement
   Achievement
   Underachievement
   Leadership
   Transfer of training
   Level of aspiration
   Organizational conflict
   Political Preference

   Punitiveness
   Reading ability
   Needs
   Interests
   Delinquency
   Need for affiliation
   Conformity
   Marital satisfaction

   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

Meeting 3: Tuesday, 1/30


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


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


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.

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.


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


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 Performance, 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


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*


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.*

Meeting #7: Tuesday 3/6


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

Meeting # 8: Tuesday 3/13


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


Meeting 9: Leadership Traits, Behaviors & Exchanges


Meeting #10 – Other Approaches to Leadership


Meeting # 11


Meeting 12 – Tuesday 4/17
Recent Trends in Leadership Research (Creativity, Cross-Cultural,


