

Ph.D. Seminar in Organizational Behavior and Human Resource Management OB 7302.001

Class Time and Room: Thursdays 1:00pm-3:45pm, JSOM 2.804

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This course is intended for individuals in the Ph.D. in Organizations, Strategy, and International Management (OSIM) program who are in their first or second year of study. Special permission from me can be obtained for graduate students who are not fully enrolled in the doctoral program.

This course is designed to expose students to a variety of Organizational Behavior/Human Resource Management (OB/HRM) topics and data gathering techniques. It has a strong methodology component; however the major focus is on theory and hypotheses development. Throughout the course, we will discuss different procedures for gathering research data, usually within the context of the papers we critique in class.

Readings: We will be using articles from mainly refereed journals for this class. A list of these articles are provided in the description of each class session. It will be your responsibility to obtain a copy of each required article for class.

- Starting with Session 2, students will each week write a one-page (12 font, double-spaced) synopsis of one article of their choice, along with two discussion questions to be submitted to 1) the designated discussion leader and 2) to me by Tuesday at 1:00PM. Nevertheless, you are still expected to have read all the listed required readings for the week, and I recommend that for the remaining articles, you produce your own discussion sheet: a strengths, weaknesses, opportunities for future research, threats (SWOT) analysis of pursuing this type of research. The discussion leader will ensure that all inputs are received ahead of class so that they can be thoroughly discussed during class. The discussion leader is expected to moderate the discussion of assigned readings.

Individual or Dyadic-Authored Research Paper: This course is also designed to help you begin your research activities. The course is intended to give you an opportunity to begin one empirical research project. This project will involve the complete design of the research from initial conceptualization to the development of data gathering instruments. The result should be a paper that looks like the front section of an Academy of Management Journal complete through the Methods section. In addition, it should include appendices with the data gathering instruments that you intend to use to complete the project. Ideally, the manuscript should be between 20-25 pages double-spaced including figures and references.

- For timely topics in OB and HRM, see the Academy of Management Annals, Annual Review of Organizational Psychology, and Organizational Behavior, and the Journal of Management which all publish extensive literature reviews.

Please note: The best papers in the field are not written once but are instead re-written and re-drafted many times. Our work on the research paper will mirror this process. The research paper, structured and formatted like an AMJ article through methods, will be developed over the

course of several revisions. In the first submission, you will submit a 1-page double-spaced double-sided proposal and hypotheses for one or two papers you have in mind to be discuss openly in class session EIGHT. After receiving feedback in session EIGHT from both myself and your peers, you will work on developing the question of interest and the theory that supports your hypotheses related to your most promising paper idea. In other words, you will be working on refining the theoretical component based on initial comments from both me and your peers. Throughout, you will develop the research method, including any instruments, to conduct the research you propose. In other words, this project will take you from asking a question to developing the means to answer that question over the course of a semester. The purpose of this project is to focus your attention on performing research, that is, on the creation and generation of new knowledge in the field. Ideally, you will finish this class with one paper ready for data collection. Plagiarism and cheating will result in an automatic fail grade.

- Reviewing work for others contributes to the advancement of knowledge in our field by providing authors with a source of feedback for their work, thus ensuring the quality of the work that is ultimately published. Each of you will serve as an ad-hoc reviewer for one classmate. As part of this course, you will be writing your ad-hoc review for a classmate/s related to their research term paper. (Download Academy of Management Journal guidelines and review sheet)

To develop ideas of interest for this project, you should begin by examining back copies of research journals. This will allow you to find research areas that you may not have considered and will allow you to begin developing state-of-the-art knowledge in the field. While examining these journals, you should make copies of those OB/HRM articles that interest you, and that you may want to use as part of your research project.

Some key OB and HRM oriented journals you should use to begin your search include:

TOP OB/HR Journals	OPTIONAL TOP Journals with OB/HR manuscripts
Academy of Management Journal	Academy of Management Review
Journal of Applied Psychology	Organization Science
Personnel Psychology	Administrative Science Quarterly
Organizational Behavior and Human Decision Processes	Journal of International Business Studies
Journal of Management	Strategic Management Journal

Class Preparation: You are expected to come to class having read all the papers assigned for the session. The class format will involve some introductory remarks by me, followed by a group discussion of your analysis of the papers for the day led by the discussion leader. Learning how to analyze articles is very important for any researcher and I suggest the following procedure: lay out the research questions, hypotheses, methods (sample and data constructs), results of hypotheses testing, and key conclusions. Obviously, this is different for review articles as well as for inductive research articles. The analysis of an article also includes identifying your view of the interesting aspects of the paper, strengths and weaknesses, contributions to the literature, and your personal views on future research, if any, avenues (opportunities and threats). Finally, what is the relationship to other literatures and to the other class readings?

The second half of class will usually involve coverage of your individual or team homework assignments. I will provide questions at the end of each session format for you to begin working on prior to class meeting. The homework(s) will be randomly collected and graded.

Grading System

6 one-page article summaries (selected randomly) and participation	30%
Homework (selected randomly)	20%

Discussion leader	10%
Ad-hoc reviewing	5%
Research paper	35%

Topics

Session 1	1/17	Organizational Behavior and Human Resources research – An overview
Session 2	1/24	Individual differences, dispositions and emotions
Session 3	1/31	Short Stories from the Bright Side of OB
Session 4	2/7	Micro HRM
Session 5	2/14	Groups and Teams
Session 6	2/21	Short Stories from the Dark Side of OB
Session 7	2/28	Workforce Diversity
Session 8	3/7	Conflict and Creativity + <u>Proposal idea session</u>
Session 9	3/14	Strategic HRM and International HRM
Session 10	3/21	SPRING BREAK
Session 11	4/28	Leadership
Session 12	4/4	Dyadic Relationships
Session 13	4/11	Data Analysis with SPSS and Interpretation; Distribute Final Paper (bring 2 copies)
Session 14	4/18	Ad-hoc Review due + Presentation of Research Papers begins
Session 15	4/25	Presentation of Research Papers
Session 16	5/2	Paper Submission

#Required Readings subject to change

Syllabus

OPTIONAL background articles for you to read prior to Session 1. No class discussion.

1. Morrison, E. (2010). OB in AMJ: What is Hot and What is Not? *Academy of Management Journal*, 53(5), 932-936.
2. Guest, D.E. (2011). Human Resource Management and Performance: Still Searching for Some Answers. *Human Resource Management Journal*, 21(1), 3-13
3. LeBreton, J.M., Shiverdecker, L.K., & Grimaldi, E.M. 2018. The dark triad and workplace behavior. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 387-414.
4. Van Vianen, A.E.M. 2018. Person-environment fit: A review of its basic tenets. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 75-101.
5. Johns, G. 2018. Advances in the treatment of context in organizational research. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 21-46.

Session 1 (January 17): Organizational Behavior and Human Resources Management Course Overview

Required Readings:

1. Thomas, D. C., Liao, Y., Aycan, Z., Cerdin, J., Pekerti, A. A., Ravlin, E. C., & ... van de Vijver, F. 2015. Cultural intelligence: A theory-based, short form measure. *Journal of International Business Studies*, 46, 1099-1118.
2. Ou, A.Y., Waldman, D.A., & Peterson, S.J. 2018. Do humble CEOs matter? An examination of CEO humility and firm outcomes. *Journal of Management*, 44(3), 1147-1173.
3. Hobfoll, S.E., Halbesleben, J., Neveu, J., & Westman, M. 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.
4. Shea, C.T., & Hawn, O. (in press). Microfoundations of corporate social responsibility and irresponsibility. *Academy of Management Journal*.

1st half of class: IN-CLASS Discussion Questions (no article write-ups required):

- a) What is organizational behavior? What is human resource management?
- b) Provide an example of a theory, a model, a research question, a construct, an assumption, a proposition, and a hypothesis. Be prepared to discuss the differences between these concepts.
- c) What are your tastes in research (i.e. concerning topics and methodologies)? Likes, dislikes.

Session 2 (January 24): Individual differences, dispositions, and emotions

Required Readings:

1. Judge, T. A., & Zapata, C. P. 2015. The person-situation debate revisited: effect of situation strength and trait activation on the validity of the big five personality traits in predicting job performance. *Academy of Management Journal*, 58, 1149-1179.
2. van Kleef, G.A., & Cote, S. 2018. Emotional dynamics in conflict and negotiation: Individual, dyadic, and group processes. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 437-464.
3. Ozcilek, H., & Barsade, S.G. (in press). No Employee an Island: Workplace Loneliness and Job Performance. *Academy of Management Journal*.
4. Liu, D., Fisher, G., & Chen, G. 2018. CEO attributes and firm performance: a sequential mediation process model. *Academy of Management Annals*, 12, 789-816.

1st half of class:

Cover discussion points. Compare the articles. How are they similar? How are they different? How are they complementary?

2nd half of class:

An important research skill is writing empirical papers. Most empirical journal articles have the same basic structure – Introduction, background literature, etc. The introduction begins with a brief discussion of the current literature – something good (the setup), then something about its shortcomings. Then, there is an explicit statement of the research question(s) – e.g. “the purpose of this paper is...” which indicates how this paper will fill the gap identified in the literature. Your assignment for today (1 double-spaced page) is: 1) to develop a research question which flows from the papers read today (i.e., use these papers as setup) and 2) write a short introduction for an empirical paper which would explore that research question(s). Please bring a copy of your proposed research question so that we can project it on the document camera.

Session 3 (January 31): Short Stories for the Bright Side of OB

Required Readings:

1. Organ, D.W. 2018. Organizational citizenship behavior: Recent trends and developments. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 295-306.
2. Hernandez, M., & Guarana, C.L. 2018. An examination of the temporal intricacies of job engagement. *Journal of Management*, 44(5), 1711-1735.
3. Dumas, T., & Perry-Smith, J. 2018. The paradox of family structure and plans after work: why single childless employees may be the least absorbed at work. *Academy of Management Journal*, 61, 1231–1252.
4. Shin, J., & Grant, A.M. (in press). Bored by Interest: Intrinsic Motivation in One Task Can Reduce Performance on Other Tasks. *Academy of Management Journal*.

1st half of class:

Read Organ et al. (2018) as background. Compare the other articles with an attempt to integrate ideas.

2nd half of class:

An essential part of research is the development of hypothesis for empirical testing. This involves weaving together relationships among constructs. Today's assignment builds on the previous week's by asking you to develop one "NEW" hypothesis, based on the articles you have read for class. Ideally, you will bridge individual differences (or a topic from a previous session) with OCB. Write your theoretical arguments in a double-spaced page. Be sure to include in your paper a brief introduction and statement of the research question. Also, bring a separate copy of your research question and hypothesis on it.

Session 4 (February 7): Micro Human Resource Management Issues

Required Readings:

1. Bourdeau, S., Ollier-Malaterre, A., & Houliort, N. (in press). Not all work-life policies are created equal: career consequences of using enabling versus enclosing work-life policies. *Academy of Management Review*.
2. Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. 2016. Whitened Résumés: Race and self-presentation in the labor market. *Administrative Science Quarterly*, 61, 469-502.
3. Ranganathan, A. 2018. Train Them to Retain Them: Work Readiness and the Retention of First-time Women Workers in India. *Administrative Science Quarterly*, 63, 879-909.
4. Hernandez, M., Avery, D. R., Volpone, S. D., & Kaiser, C. R. (in press). Bargaining While Black: The Role of Race in Salary Negotiations. *Journal of Applied Psychology*.

1st half of class: Article discussion

2nd half of class:

What two theories would you use to integrate as a foundation for research in one of the areas discussed today? Create a visual representation on an overhead to be presented as well as a hypothesis related to the theories. Do this homework assignment in pairs or triads.

Session 5 (February 14): Groups and Teams

Required Readings:

1. Hirst, G., van Knippenberg, D., Zhou, Q., Zhu, C.J., & Tsai, P.C. 2018. Exploitation and exploration climate's influences on performance and creativity: Diminishing returns as function of self-efficacy. *Journal of Management*, 44(3), 870-891.
2. Hajro, H., Gibson, C.B., & Pudelko, M. 2017. Knowledge exchange processes in multicultural teams: Linking organizational diversity climates to teams' effectiveness. *Academy of Management Journal*, 60(1), 345-372.
3. DiBenigno, J. 2018. Anchored Personalization in Managing Goal Conflict between Professional Groups: The Case of U.S. Army Mental Health Care. *Administrative Science Quarterly*, 63, 526-569.

4. Luciano, M. M., Bartels, A. L., D'Innocenzo, L., Maynard, M. T., & Mathieu, J. E. 2018. Shared Team Experiences and Team Effectiveness: Unpacking the Contingent Effects of Entrained Rhythms and Task Characteristics. *Academy of Management Journal*, 61, 1403–1430.

1st half of class. Discussion Questions:

- a) What is a group? Is it a useful construct? Why? Why not?
- b) A group produces a decision (or a set of them), a product, or a service. How can you evaluate whether a group is performing well and what major factors affect group performance?
- c) Are there differences between top management groups, task forces, support teams, performing groups, human service teams, customer service teams, and production teams? If so, what?

2nd half of class:

Come to class with a causal model of group process that you can draw on the board. Include a moderator variable. You can do this homework individually or in a team.

Session 6 (February 21): Short Stories from the Dark Side

Required Readings:

1. Waldman, D. A., Wang, D., Hannah, S. T., Owens, B. P., & Balthazard, P. A. (in press). Psychological and neurological predictors of abusive supervision. *Personnel Psychology*.
2. Lin, S., Scott, B., & Matta, F.K. (in press). The Dark Side of Transformational Leader Behaviors for Leaders Themselves: A Conservation of Resources Perspective. *Academy of Management Journal*.
3. Yu, L., Duffy, M. K. & Tepper, B. J. 2018. Consequences of Downward Envy: A Model of Self-esteem Threat, Abusive Supervision, and Supervisory Leader Self-improvement. *Academy of Management Journal*, 61, 2296-2318.
4. De Stefano, F., Bonet, R., & Camuffo, A. (in press). Does losing temporary workers matter? The effects of planned turnover on replacements and unit performance. *Academy of Management Journal*.

1st half of class. For class, discussion leader will integrate the following into the coverage:

- a) Which topics are more theoretically based?
- b) What alternative theories would you use as a foundation to integrate two of these areas?

2nd half of class. No homework. Continue discussion.

Session 7 (February 28): Workforce Diversity

Required Readings:

1. Leslie, L. (in press). Diversity Initiative Effectiveness: A Typological Theory of Unintended Consequences. *Academy of Management Review*.

2. Hall, E., Hall, A., Galinsky, A., & Phillips, K. (in press). Mosaic: A model of stereotyping through associated and intersectional categories. *Academy of Management Review*
3. Antino, M., Rico, R., & Thatcher, S. (in press). Structuring Reality through the Faultlines Lens: The Effects of Structure, Fairness, and Status Conflict on the Activated Faultlines-performance Relationship. *Academy of Management Journal*.
4. Lindsey, A.P., Avery, D., Dawson, J., & King, E. 2017. Investigating Why and for Whom Management Ethnic Representativeness Influences Interpersonal Mistreatment in the Workplace. *Journal of Applied Psychology*, 102, 1545–1563.

1st half of class is article discussion

Read Leslie as background.

2nd half of class:

- a) Compare the diversity literature on top management teams, management groups, work groups, and firms in a table format along several dimensions (diversity measures, theoretical frameworks, dependent measures, empirical findings, moderators, mediators). Bring on an overhead and share with the class the areas for research opportunities. Please do this table with teams of two or three individuals per team.

Session 8 (March 7): Conflict and Creativity + Proposals due

Required Readings:

1. Wombacher, J., & Felfe, J. 2017. The interplay of team and organizational commitment in motivating employees' interteam conflict handling. *Academy of Management Journal*, 60, 1554-1581.
2. Jarvis, L.C., Goodrick, E., & Hudson, B.A. (in press). Where the Heart Functions Best: Reactive-Affective Conflict and the Disruptive Work of Animal Rights Organizations *Academy of Management Journal*.
3. Li, Y., Li, N., Guo, J., Li, J. & Harris T. B. 2018. A network view of advice-giving and individual creativity in teams: a brokerage-driven, socially perpetuated phenomenon. *Academy of Management Journal*, 61, 2210–2229.
4. Hoeber, I.J., Zhou, J., Van Knippenberg, D. 2018. Different strokes for different teams: the contingent effects of positive and negative feedback on the creativity of informationally homogeneous and diverse teams. *Academy of Management Journal*, 61, 2159–2181.

1st half of class: Discussion Questions:

- a) Define and operationalize conflict.
- b) What determines whether conflict is beneficial or detrimental?
- c) Which macro-level factors influence intra-organizational and intra-group conflict and creativity?

2nd half of class: Discuss proposal ideas

Session 9 (March 14): Strategic and International Human Resource Management

Required Readings:

1. Weller, I., Hymer, C., Nyberg, A., & Ebert, J. (in press). How matching creates value: cogs and wheels for human capital resources research. *Academy of Management Annals*.
2. Li, Y., Wang, M., Jaarsveld, D.D., Lee, G.K., & Ma, D.G. 2018. From employee-experienced high-involvement work system to innovation: an emergence-based human resource management framework. *Academy of Management Journal*, 61, 5, 2000–2019.
3. Han, J.H., Kang, S., Oh, I., Kehoe, R.R., & Lepak, D.P. (in press). The Goldilocks Effect of Strategic Human Resource Management? Optimizing the Benefits of a High Performance Work System through the Dual Alignment of Vertical and Horizontal Fit. *Academy of Management Journal*.
4. Volpone, S., Marquardt, D.J., Casper, W.J., & Avery, D. 2018. Minimizing Cross-Cultural Maladaptation: How Minority Status Facilitates Change in International Acculturation. *Journal of Applied Psychology*, 103, 249–269.

Supplemental discussion questions for discussion leader:

- a) Distinguish among HR systems, HR climate, HR Practices, HR capabilities, etc. Which do you believe has a stronger impact on performance and why?
- b) No homework assignment

Session 10 (March 21): SPRING BREAK (NO FORMAL CLASS)

Session 11 (March 28): Leadership

Required Readings:

1. Schilpzand, P., Houston, L. & Cho. J. 2018. Not Too Tired to be Proactive: Daily Empowering Leadership Spurs Next-morning Employee Proactivity as Moderated by Nightly Sleep Quality. *Academy of Management Journal*, 61, 2367-2387.
2. McClean, E.J., Martin, S.R., Emich, K.J., & Woodruff, T. 2018. The social consequences of voice: an examination of voice type and gender on status and subsequent leader emergence. *Academy of Management Journal*, 61, 1869–1891.
3. Li, G., Rubenstein, A. L., Lin, W., Wang M. & Xingwen, C. 2018. The curvilinear effect of benevolent leadership on team performance: The mediating role of team action processes and the moderating role of team commitment. *Personnel Psychology*, 71, 369–397.
4. Chen, X., He, W., & Weng L. 2018. What is wrong with treating followers differently? The basis of leader-member exchange differentiation matters. *Journal of Management Journal*, 44(3), 946-971.

1st half of class: Discussion leader

2nd half of class

Since the development of research questions is so important, this week's assignment repeats the first week's requirement. In your assignment for this week, integrate the readings we have done and a research question about the behavior of leaders in organizational settings.

Session 12 (April 4): Dyadic Relationships

Required Readings:

1. Creary, S.J. (2015). How managing a subordinate's multiple identities affects the quality of a manager-subordinate relationship. *Academy of Management Review*, 40, 538-562.
2. Triana, M., Richard, O.C., & Yucel, I. 2017. Status congruence and supervisor gender as moderators of the transformational leadership to subordinate affective organizational commitment relationship. *Personnel Psychology*, 70(2): 429-467.
3. Khan, A.K., Moss, S., Quratulain, S., & Hameed, I. 2018. When and how subordinate performance leads to abusive supervision: A social dominance perspective. *Journal of Management*, 44(7), 2801-2826.
4. Dwertmann, D. G., & Boehm, S. A. 2016. Status matters: the asymmetric effects of supervisor-subordinate disability incongruence and climate for inclusion. *Academy of Management Journal*, 59, 44-64.

1st half of class:

Compare the other articles. How are the methods similar? How are they different? Why distinguish between types of dyads?

2nd half of class:

No homework but open to discuss the progress and concerns you have on your proposals.

Session 13 (April 11): Practical data analysis and interpretation: Distribute First Draft of Final Paper for Review

The review should be about 2 single-spaced pages long. Focus on the areas of the paper that you like, areas that you don't like, and especially on how to improve the overall paper. It should try to answer the following questions: Does it flow well? Are the linkages between the literature and the research question good ones? Are they well developed? Is the topic and the writing interesting? Is it clear? Does the hypothesis answer the stated research question? Can the hypotheses be tested? Should this paper try to do more to explain the phenomenon? Should it try to do less? What else must be done before this paper can be sent to colleagues and/or to a journal? Please bring enough copies of the review to distribute to class members. We will compare, contrast, and rank reviews. Some excellent resources include:

Campion, M. A. (1993). Article review checklist: A criterion checklist for reviewing research articles in applied psychology. *Personnel Psychology*, 46, 705-718. (Recommended as guide)

Session 14 (April 18): Ad hoc Reviews Due/Presentation of Research Papers Begin

Session 15 (April 25): Continue Presentation of Research Papers

Session 16 (May 2): HARDCOPY OF REVISED PAPER DUE MAY 2 AT 1PM