

Organizational Behavior PhD Seminar
Course Number = 16:545:618:01
Spring 2021

Professor Rebecca L. Greenbaum
Room 203, Janice H. Levin Building
Email: rebecca.greenbaum@rutgers.edu

Seminar Location: JLB 002
Seminar Day/Time: Wednesdays, 10:00 – 1:20
Office Hours: By appointment only

Course Objective:

The objective of this course is to expose PhD students to the organizational behavior literature and relevant theories. Organizational behavior involves an understanding of human functioning within organizational life, or what I often refer to as the psychology of management. The study of organizational behavior involves researching the way people within organizations think, feel, and act. It includes understanding cognitive and emotional processes that influence behavior, the effect of context and personality on employee outcomes (e.g., job attitudes, job performance, deviance), and the way individuals function among one another, within the context of work groups/teams, and more broadly as members of organizations.

The organizational behavior literature covers a large number of topics. This course will cover the major topic areas to provide students with a solid understanding of the organizational behavior literature. Upon completing this course, students should be able to:

- Discuss theory and research across the major topic areas within the organizational behavior literature.
- Critique theory and research with the organizational behavior literature.
- Understand what constitutes a theoretical contribution.
- Start to develop their own ideas that have the potential to contribute to the literature.
- Integrate material within and across organizational behavior topics.

Learning Goals:

Additionally, this course is expected to fulfill the following learning goals:

- Knowledge of scholarly literature
- Ethics in research
- Conduct rigorous research
- Effective communication and presentation

Course Style:

Although we will spend a large part of our classes discussing the weekly articles, this will only account for a part of class time. The other part of class will be spent (a) critiquing main-point mapping assignments, (2) designing theoretical models, (3) mapping the literature, (4) discussing career tips, (5) working on paper ideas, and (6) reviewing good and bad comprehensive exam

answers. This class involves more than familiarizing students with OB literature. It is meant to set you up for success as PhD students and throughout your careers.

Readings/Participation (15%):

Each week you will have assigned readings. You are expected to thoroughly read and think about each article/book chapter prior to coming to class. You are expected to bring your own copies of the reading material to each class. Please note that I plan to keep the reading loads rather manageable (around 5-6 articles rather than 7-8 articles). Because you'll only need to read a limited number of articles, I expect you to thoroughly read each article, rather than skim the articles. I will provide a supplemental reading list to serve as a resource to you in the event that you want to learn about additional organizational behavior topics and/or to prepare for your comprehensive exams.

Make sure you give yourself enough time to thoroughly read and think about each article so that you can actively participate in class discussions. Participation is a part of your course grade. Part of your participation grade also includes the following:

Note Cards: On the blank side of the card, please put the authors' names and publication year. On the lined side of the card draw the theoretical model, noting the significant statistical conclusions. Next, note the article's key contributions. Finally, note future directions, or other interesting insights, or puzzling findings that can help further develop the field of inquiry. You can add anything else that you consider valuable to the note card as well.

These note cards will serve three purposes: (1) help to prepare you for the final exam, (2) help to prepare you for comprehensive exams, and (3) serve as a launching point for class discussions.

Assignments:

1. Main Point Mapping I and II (10% each, 20% overall): Each student will have two "main point mapping" writing assignments. You are to choose an interesting research topic related to the prior weeks' readings and to write the introduction of an empirical study (4-7 paragraphs). Each short paper will be graded according to the following criteria: a) effectiveness in 'framing' the impact of your proposed study; b) potential contribution of the study; c) writing style. The purpose of the exercise is to test your ability to formulate interesting research questions and to effectively frame the potential contribution of your study.

Depending on the quality of your first attempt for each of the two assignments, you may be asked to resubmit your work after I review it. I may also use your "main point mapping" as an example during our class. In other words, your assignment may be chosen for the class to critique as part of our in-class discussion. Please see this as a very important and helpful learning opportunity.

Due Dates:

- **The first main point mapping assignment is due on Friday, February 5th, by noon (EST).**
 - **The second main point mapping assignment is due on Friday, February 26th, by noon (EST).**
2. Individual Papers (20%): You will create a theoretical or empirical manuscript. The paper should be between 15 and 20 pages long. Your research topic and model must be approved by me before starting the manuscript. The primary purpose of this assignment is to think of a research idea that has the potential to contribute to the organizational behavior literature and to take the first steps in turning your idea into a paper that can eventually be submitted to a journal and hopefully published.

Your first submission will be 70% of your grade. I will then ask you to revise the first submission and resubmit it to me. Your second submission will be 30% of your grade. In other words, if you receive a 65% on the first submission, and a 90% on the second submission, your final grade for this assignment will be 72.5%.

I highly encourage you to submit your paper to an academic conference pending funding from your department. For example, the Southern Management Association is associated with the *Journal of Management* and is a well-respected regional conference. The deadline for submitting papers to the conference is Monday, April 26, 2021, 11:59 PM EST. The conference will be held in New Orleans, Louisiana from Tuesday, November 2nd – Saturday, November 6th, 2021.

Participating in SMA will help you build your vitae and gain experience presenting in front of an academic audience. If you have never attended SMA, the conference is extremely congenial and developmental. I believe it provides the perfect environment for presenting your first ideas at a conference.

Note: Students will be asked to identify three potential data collection sources to test their ideas. For example, you might have an uncle who works in the hotel industry, which could serve as a potential data collection source. I will ask you to share with the class your potential data collection sources.

Due Dates:

- **First Draft: Email me your first draft by Thursday, April 1st, 2021, by 5:00 PM.**
- **First Draft Feedback: I will email you feedback by April 8th.**
- **Final Draft: Email me your final draft by Monday, April 17th, 2019, by 5:00 PM.**

3. Manuscript Review (10%): Each student will be assigned to review another student's term paper. You will receive the paper to review by the Friday after the term paper due date (4/2). Prior to this assignment, I will provide you with an example of a review. I will also provide guidelines for reviewing a paper. The purpose of this assignment is to teach you how to write constructive reviews. Reviewing is an important part of our service to the organizational behavior field. Also, by having one student and the instructor review each paper, the author of the paper will have constructive feedback from multiple sources.

Due Date:

- **Your reviews should be sent to the authors and to me by Thursday, April 8th, 2021, by 5:00 pm.**

4. Individual Presentations (15%): Each person is required to present their term paper as if they were presenting their research at an academic conference. Each presentation should last approximately 10-15 minutes. You will receive a deduction in points if you go over 15 minutes.

Due Date:

- **All presentations will be given during class on Wednesday, April 28, 2021.**

5. Final Exam (20%): The final exam will mimic comprehensive exam questions. The questions may focus on a single area or article or may ask you to integrate across areas. As with comp questions, the best answer is not only factually correct, but also insightful. I will most likely ask you to choose between one of two questions to answer. The final will be given during final exams week, sometime between **May 6th - 10th, 2021**.

Graded Material:

- Participation: 15%
- Main Point Mapping I: 10%
- Main Point Mapping II: 10%
- Term Paper: 20%
- Manuscript Review: 10%
- Presentation: 15%
- Final Exam: 20%

Late Assignments:

You can submit a late assignment within one week, but at a penalty of 50% of your grade. Thereafter, you will receive a 0% as your grade. If you notify me in advance (before the deadline) that you need a deadline extension, and you have a reason in accordance with university policy (e.g., illness, university-sponsored event), then you I may waive the late assignment penalty.

Schedule: Topic / Activity

Week 1 (1/20): Getting Started
Week 2 (1/27): Technology
Week 3 (2/3): Diversity
Week 4 (2/10): Deviance / Critique of Main Point Mapping
Week 5 (2/17): Behavioral Ethics / Theoretical Models

DUE: First Main Point Mapping Assignment (2/19, 12:00 PM)

Week 6 (2/24): Work-Life Considerations / Map of Literature – *Bottom-line Mentality*
Week 7 (3/3): Leadership / Term Paper Theoretical Models
Week 8 (3/10): Personality / Term Paper Theoretical Models

DUE: Second Main Point Mapping (3/12, 12:00 PM)

Week 9 (3/17): *Spring Break*

TO DO: Send students sample manuscript reviews.

Week 10 (3/24): Helping / Reviewing Tips
Week 11 (3/31): *No class for the purpose of preparing term papers*

DUE: First Draft Term Paper (4/1, 5:00 PM)

Week 12 (4/7): Affect/Emotions / General Term Paper Feedback

DUE: Manuscript Review (4/8, 5:00 PM)

Week 13 (4/14): Identity / General Manuscript Review Feedback

DUE: Final Term Paper (4/19, 5:00 PM)

Week 14 (4/21): Teams and Groups / Sample Presentation

TO DO: Send out good/bad comp answers.

Week 15 (4/28): **DUE -- Presentations** / Critique of Exam Answers
Week 16 (5/5): *Reading Days*
Week 17 (5/12): *Final Exam*

Please note that the schedule, course assignments, and/or readings are subject to change based on the discretion of the instructor.

TOPIC AREAS/READING LIST

WEEK 1 (1/20): Getting Started

Required Readings:

1. Grant, A. M., & Pollock, T. G. (2011). Publishing in *AMJ*—Part 3: Setting the hook. *Academy of Management Journal*, 54, 873-879.
2. Hideg, I., Decelles, K., & Tihanyi, L. (2020). From the Editors: Publishing Practical and Responsible Research in *AMJ*. *AMJ*.
3. Mayer & Sparrowe (2013). Integrating theories in *AMJ* Articles. *AMJ*.
4. Pollock & Bono (2013). Being Scheherazade: The importance of storytelling in academic writing. *AMJ*.
5. Shaw, J. (2017). From the Editors: Advantages of Starting with Theory. *AMJ*.
6. Tihanyi, L. (2020). From the Editors: From “That’s Interesting” to “That’s Important.” *AMJ*.

Supplemental Readings:

Bono, J. E., & McNamara, G. (2011). Publishing in *AMJ*—Part 2: Research design. *Academy of Management Journal*, 54, 657-660.

Cascio, W., & Aguinis, H. (2008). Research in industrial and organizational psychology from 1963 to 2007: Changes, choices, and trends. *Journal of Applied Psychology*, 93, 1062-1081.

Colquitt, J. A., & George, G. (2011). Publishing in *AMJ*—Part 1: Topic choice. *Academy of Management Journal*, 54, 432-435.

Folger, R., & Turillo, C. J. (1999). Theorizing as the thickness of thin abstraction. *Academy of Management Review*, 24, 742-758.

George (2016). Management research in *AMJ*. Celebrating the impact while striving for more. *AMJ*.

George (2014). Rethinking management scholarship. *AMJ*.

George et al. (2016). Understanding and tackling societal grand challenges through management research. *AMJ*.

Heath, C. & Sitkin, S. (2001). Big B versus Big O: What’s organizational about organizational behavior? *Journal of Organizational Behavior*, 22, 43-58.

Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31, 386-408.

O'Reilly, C. A. (1991). Organizational behavior: Where we've been, where we're going. *Annual Review of Psychology*, 42, 427-458.

Porter, L.W. (1996). Forty years of organization studies: Reflections from a micro perspective. *Administrative Science Quarterly*, 41, 262-269.

Rousseau, D. M. (1997). Organizational behavior in the new organizational era. *Annual Review of Psychology*, 48, 515-546.

WEEK 2 (1/27): Technology

Required Readings:

1. Liu, H., Ji, Y., & Dust, S. B. (2020). "Fully Recharged" Evenings? The Effects of Even Cyber Leisure on Next-Day Vitality and Performance through Quantity and Quality, Bedtime Procrastination, and Psychological Detachment, and the Moderating Role of Mindfulness. *JAP*.
2. McFarland & Ployhart. (2015). Social media: A contextual framework to guide research and practice. *JAP*.
3. Ollier-Malaterre et al. (2013). When worlds collide in cyberspace: How boundary work in online social networks impacts professional relationships. *AMJ*.
4. Rosen et al., (2019). Boxed in by your inbox: Implications of daily email demands for managers' leadership behaviors. *JAP*.
5. Rothbard et al., (in press, 2021). OMG! My boss just friended me: How evaluations of colleagues' disclosure, gender, and rank shape personal/professional boundary blurring online. *AMJ*.

Supplemental Readings:

Butts et al. (in press). Hot buttons and time sinks: The effects of electronic communication during nonwork time on emotions and work-nonwork conflict. *AMJ*.

Colbert et al. (2016). From the editors: The digital workforce and the workplace of the future. *AMJ*.

Ollier-Malaterre & Rothbard (in press). Social media or social minefield? Surviving in the new cyberspace era. *Organizational Dynamics*.

Lanaj et al. (2014). Beginning the workday yet already depleted? Consequences of late-night smartphone use and sleep. *OBHDP*.

Fragale et al. (2012). Appeasing equals: Lateral deference in organizational communication. *ASQ*.

WEEK 3 (2/3): Leadership

Required Readings:

1. Carton et al. (2014). A (blurry) vision of the future: How leader rhetoric about ultimate goals influences performance. *AMJ*.
2. Gabriel et al. (2020). Is one the loneliest number? A within-person examination of the adaptive and maladaptive consequences of leader loneliness at work. *JAP*.
3. Klodiana et al. (2020). The self-sacrificial nature of leader identity: Understanding the costs and benefits at work and home. *JAP*.
4. Liao et al. (2020). Seeing from a short-term perspective: When and why daily abusive supervisor behavior yields functional and dysfunctional consequences. *JAP*.
5. Van Knippenberg & Van Kleef (2016). Leadership and affect: Moving the hearts and minds of followers. *The Academy of Management Annals*.

Supplemental Readings:

Mawritz, M. B., Greenbaum, R. L., Butts, M., & Graham, K. A. (in press). I just can't control myself: A self-regulation perspective on the abuse of deviant employees. *Academy of Management Journal*.

Owens & Hekman (2016). How does leader humility influence team performance? Exploring the mechanisms of contagion and collective promotion focus. *AMJ*.

Spisak et al. (2015). Niche construction and the evolution of leadership. *AMR*.

Greenbaum, R. L., Quade, M. J., & Bonner, J. (2013). Why do leaders remain ethically neutral? A conceptual investigation of the impediments to ethical leadership change. Revise and resubmit at *Organizational Psychology Review*.

Hiller, N. J., DeChurch, L. A., Murase, T., & Doty, D. (2011). Searching for outcomes of leadership: A 25-year review. *Journal of Management*.

Krasikova, D. V., Green, S. G., & LeBreton, J. M. (2013). Destructive leadership: A theoretical review, integration, & future research agenda. *Journal of Management*.

- House, R. J., Spangler, W. D., & Woycke, J. (1991). Personality and charisma in the U.S. Presidency: A psychological theory of leader effectiveness. *ASQ*, *36*, 364-396.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, *60*, 421-449.
- Brown, M. E., & Mitchell, M. S. (2010). Ethical and unethical leadership: Exploring new avenues for future research. *Business Ethics Quarterly*, *20*, 583-616.
- DeRue, D. S., Nahrgang, J. D., Wellman, N. & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: A meta-analytic test of their relative validity. *PPsych*, *64*, 7-52.
- Erez, A, Misangyi, V. F., Johnson, D. E., LePine, M. A., & Halverson, K. C. (2009). Stirring the hearts of followers: Charismatic leadership as the transfer of affect. *JAP*, *93*, 602-616.
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, *4*, 765-780.
- Howell, J.M. & Shamir, B. (2005). The role of followers in the charismatic leadership process: Relationships and their consequences. *AMR*, *30*, 96-112.
- Meindl, J., Ehrlich, S., & Dukerich, J. (1985). The romance of leadership. *Administrative Science Quarterly*, *30*, 78-102.
- Ilies, R., Hahrgang, J. D., & Morgeson, F. P. (2007). Leader-member exchange and citizenship behaviors: A meta-analysis. *JAP*, *92*, 269-277.
- Graen, G. B., & Uhl-Bien, M. (1995). Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *Leadership Quarterly*, *6*, 219-147.
- Tepper, B. J. (2007). Abusive supervision in work organizations: Review, synthesis, and research. *JoM*, *33*, 261-289.
- Brown, M., Treviño, L. K., & Harrison, D. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*.
- Kerr, S., & Jermier, J. M. (1978). Substitutes for leadership. *OBHP*, *22*, 375-403.
- House, R. J., & Podsakoff, P. M. (1994). Leadership effectiveness: Past perspectives and future directions for research. In J. Greenberg (Ed.), *Organizational behavior: The state of the science* (Chapter 3, pp. 45-82). Erlbaum.
- Peters, L. H., Hartke, D. D., & Pohlman, J. T. (1985). Fiedler's contingency theory of leadership. *Psychological Bulletin*. *97*, 274-285.

Pfeffer, J. (1977). The ambiguity of leadership. *AMR*, 2, 104-112.

Tepper, B. (2000). Consequences of abusive supervision. *Academy of Management Journal*, 43, 178-190.

WEEK 4 (2/10): Personality

Required Readings:

1. Judge, T. A., Livingston, B. A., & Hurst, C. (2012). Do nice guys—and gals—really finish last? The joint effects of sex and agreeableness on income. *JAP*.
2. Judge, T. A., Rodell, J. B., Klinger, R., Simon, L., & Crawford, E. R. (2013). Hierarchical representations of the five-factor model of personality in predicting job performance: Integrating three organizing frameworks with two theoretical perspectives. *Journal of Applied Psychology*, 98: 875-925.
3. Landay, Harms, & Crede (2018). Shall we serve the dark lords? A meta-analytic review of psychopathy and leadership. *JAP*.
4. Li et al. (2020). Can becoming a leader change your personality? An investigation with two longitudinal studies from a role-based perspective. *JAP*.
5. Roberts, B. W., Walton, K. E., & Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: A meta-analysis of longitudinal studies. *Psychological Bulletin*, 132, 1-25.

Supplemental Readings:

Shane, S., Nicolaou, N., Cherkas, L., & Spector, T. D. (2010). Genetics, the Big Five, and the tendency to be self-employed. *JAP*, 95, 1154-1162.

Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *JAP*, 88, 500-517.

Cote, S., & Miners, C. T. H. (2006). Emotional intelligence, cognitive intelligence, and job performance. *ASQ*, 51, 1-28.

Grant, A. M., & Wrzesniewski, A. (2010). I won't let you down...or will I? Core self-evaluations, other orientation, anticipated guilt and gratitude and job performance. *JAP*, 95, 108-121.

House, R. J., Shane, S. A., & Herold, D. M. (1996). Rumors of the death of dispositional research are vastly exaggerated. *AMR*, 21, 203-224.

O'Boyle, E. H., Forsyth, D. R., Banks, G., & McDaniel, M. A. (in press). A meta-analysis of the dark triad and work outcomes: A social exchange perspective. *Journal of Applied Psychology*.

Davis-Blake, A., & Pfeffer, J. (1989). Just a mirage: The search for dispositional effects in organizational research. *AMR*, 14, 385-400.

Salancik, & Pfeffer, J. (1978). A social information process approach to job attitudes and task design. *ASQ*, 28, 184-200.

Staw, B. M., & Cohen-Charash, Y. (2005). The dispositional approach to job satisfaction: More than a mirage, but not yet an oasis. *JOB*, 26, 59-78.

Schneider, B. (1987). The people make the place. *PPsych*, 40, 437-453.

Kristof-Brown, A. S., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of Individuals' Fit at work: A meta-analysis. *PPsych*, 58, 281-342.

Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology*, 49, 1-49.

Chatman, J. A. (1991). Matching people and organizations: Selection and socialization in public accounting firms. *ASQ*, 36, 459-484.

Chatman, J. A. (1989). Improving interactional research: A model of person-organization fit. *AMR*, 14, 333-349.

Meyer, R. D., Dalal, R. S., & Hermida, R. (2010). A review and synthesis of situational strength in the organization sciences. *JoM*, 36, 121-140.

WEEK 5 (2/17): Behavioral Ethics

Required Readings:

1. Bazerman & Tenbrunsel. (2011). Good people often let bad things happen. Why? *HBR*.
2. Casciaro et al. (2014). The contaminating effects of building instrumental ties: How networking can make us feel dirty. *ASQ*.
3. Desai & Kouchaki. (2016). Moral symbols: A necklace of garlic against unethical behaviors. *AMJ*.
4. Finkel et al. (2020). Political sectarianism in America: A poisonous cocktail of othering, aversion, and moralization poses a threat to democracy. *Science*.
5. Kilduff et al. (2016). Whatever it takes: Rivalry and unethical behavior. *AMJ*.

Supplemental Readings:

Wright et al. (2015). Maintaining the values of a profession: Institutional work and moral emotions in the emergency department. *AMJ*.

Treviño et al. (2014). (Un)ethical behavior in organizations. *Annual Review of Psychology*.

Tenbrunsel, A. E., & Smith-Crowe, K. (2008). Ethical decision making: Where we've been and where we're going. *The Academy of Management Annals*, 2, 545-607.

Ruedy, N. E., Moore, C., Gino, F., & Schweitzer, M. E. (2013, September 2). The Cheater's High: The Unexpected Affective Benefits of Unethical Behavior. *Journal of Personality and Social Psychology*. Advance online publication. doi: 10.1037/a0034231

Zhong, C., & Liljenquist, K. (2006). Washing away your sins: Threatened morality and physical cleansing. *Science*, 313, 1451-1452.

Pitesa, M., & Thau, S. (2013). Compliant sinners, obstinate saints: How power and self-focus determine the effectiveness of social influences in ethical decision making. *Academy of Management Journal*, 3, 635-658.

Gino, F., & Pierce, L. (2009). The abundance effect: Unethical behavior in the presence of wealth. *Organizational Behavior and Human Decision Processes*, 109, 142-155.

Jones, T. M. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. *Academy of Management Review*, 16, 366-395.

Kish-Gephart, J. J., Harrison, D. A., & Treviño, L. K. (2010). Bad apples, bad cases, and bad barrels: Meta-analytic evidence about sources of unethical decisions at work. *Journal of Applied Psychology*, 95: 1-31.

Treviño, L. K. (1986). Ethical decision making in organizations: A person-situation interactionist model. *The Academy of Management Review*, 11, 601-617.

Treviño, L. K., Weaver, G. R., & Reynolds, S. J. (2006). Behavioral ethics in organizations: A review. *Journal of Management*, 32, 951-990.

WEEK 6 (2/24): Work-Life Considerations

Required Readings:

1. Byron & Laurence (2015). Diplomas, photos, and tchotchkes as symbolic self-representations: Understanding employees' individual use of symbols. *AMJ*.

2. Dumas & Sanchez-Burks (2015). The professional, the personal, and the ideal worker: Pressures and objectives shaping the boundary between life domains. *Academy of Management Annals*.
3. Jaskiewicz et al. (2014). Introducing the family: A review of family science with implications for management research. *Academy of Management Annals*.
4. Junker et al. (2020). When forgetting what happened at work matters: The role of affective rumination, problem-solving pondering, and self-control in work-family conflict and enrichment
5. Zhang, X., Liao, H., Li, N., & Colbert, A. E. (2020). Playing it safe for my family: Exploring the dual effects of family motivation on employee productivity and creativity. *AMJ*.

Supplemental Readings:

Little et al. (2015). Professional image maintenance: How women navigate pregnancy in the workplace. *AMJ*.

Methot et al. (2016). Are workplace friendships a mixed blessing? Exploring tradeoffs of multiplex relationships and their associations with job performance. *Personnel Psychology*.

Greenhaus & Powell (2006). When work and family are allies: A theory of work-family enrichment. *AMJ*.

WEEK 7 (3/3): Diversity

Required Readings:

1. Desai, S. D., Chugh, D., & Brief, A. P. (2014). The implications of marriage structure for men's workplace attitudes, beliefs, and behaviors towards women. *ASQ*.
2. Goncalo et al. (2015). Creativity from constraint? How political correctness norm influences creativity in mixed-sex work groups. *ASQ*.
3. Hekman, D. R., Johnson, S., Foo, M. D., & Yang, W. (2016). Does diversity-valuing behavior result in diminished performance ratings for nonwhite and female leaders? *AMJ*.
4. Martin, S. R., Cote, S., & Woodruff, T. (2016). Echoes of our upbringing: How growing up wealthy or poor relates to Narcissism, leader behavior, and leader effectiveness. *AMJ*.
5. Sitzmann & Campbell (2020). The hidden cost of prayer: Religiosity and the gender wage gap. *AMJ*.

Supplemental:

Johnson, T. D., & Joshi, A. (2016). Dark clouds or silver linings? A stigma threat perspective on the implications of an autism diagnosis for workplace well-being. *JAP*.

Caleo, S. (2016). Are organizational justice rules gendered? Reactions to men's and women's justice violations. *JAP*.

Joshi, A., Son, J., & Roh, H. (2015). When can women close the gap? A meta-analytic test of sex differences in performance and rewards. *AMJ*.

Joshi, A., & Roh, H. (2009). The role of context in work team diversity research: A meta-analytic review. *AMJ*, 52. (Diversity)

van Knippenberg, D. & Schippers, M. C. (2007). Work group diversity. *ARP*, 58, 515-541. (Diversity)

Harrison, D. & Klein, K. (2007). What's the difference: Diversity constructs as separation, variety, or disparity in organizations. *AMR*. 1199-1228. (Diversity)

WEEK 8 (3/10): Organizational Deviance

Required Readings:

1. Ferris et al. (2014). An approach/avoidance framework of workplace aggression. *AMJ*.
2. Babalola, M. T., **Greenbaum, R. L.**, Amarnani, R. K., Shoss, M. K., Deng, Y., Garba, O. A., & Guo, L. (2020). A business frame perspective on why perceptions of top management's bottom-line mentality results in employees' good and bad behaviors. *Personnel Psychology*, 73, 19-41. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/peps.12355>
3. Babalola, M., Mawritz, M. B., **Greenbaum, R. L.**, Ren, S., & Garba, O. A. (2020). Whatever it takes: How and when supervisor bottom-line mentality motivates employee contributions in the workplace. *Journal of Management*. <https://doi.org/10.1177%2F0149206320902521>
4. Bonner, J. M.*, **Greenbaum, R. L.**, & Quade, M. J.* (2017). Unethical behavior to shame as an indicator of self-image threat and exemplification as a form of self-image protection: The exacerbating role of supervisor bottom-line mentality. *Journal of Applied Psychology*, 102, 1203-1221. <https://psycnet.apa.org/doi/10.1037/ap10000222>
5. Huang, S.*, **Greenbaum, R. L.**, Bonner, J. M.*, & Wang, C. (2019). Why sabotage customers who mistreat you? The roles of activated hostility and devaluation of targets as a moral disengagement mechanism. *Journal of Applied Psychology*, 104, 495-510.

Supplemental Readings:

- Ferris et al. (2015). Ostracism, self-esteem, and job performance: When do we self-verify and when do we self-enhance? *AMJ*.
- Kammeyer-Mueller et al. (2013). Support, undermining, and newcomer socialization: Fitting in during the first 90 days. *AMJ*.
- Chen et al., (2013). Self-love's lost labor: A self-enhancement model of workplace incivility. *Academy of Management Journal*.
- Duffy, M.K., Scott, K.L., Shaw, J.D., Tepper, B.J., & Aquino, K. (2012). Envy and social undermining: Exploring the roles of social identification and moral disengagement. *Academy of Management Journal*.
- Marcus, B., Taylor, O. A., Hastings, S. E., Sturm, A., & Weigelt, O. (2013). The structure of counterproductive work behavior: A review, a structural meta-analysis, and a primary study. *Journal of Management*.
- Vadera, A. K., Pratt, M. G., & Mishra, P. (2013). Constructive deviance in organizations. Integrating and moving forward. *Journal of Management*.
- Wagner, D. T., Barnes, C. M., Lim, V. K. G., & Ferris, D. L. (2012). Lost sleep and cyberloafing: Evidence from the laboratory and a Daylight Saving Time quasi-experiment. *Journal of Applied Psychology*, 97, 1068-1076.
- Berry, C. M., Ones, D. S., & Sackett, P. R. (2007). Interpersonal deviance, organizational deviance, and their common correlates: A review and meta-analyses. *Journal of Applied Psychology*, 92, 410-424.
- Roberts, B. W., Harms, P. D., Caspi, A., & Moffitt, T. E. (2007). Predicting the counterproductive employee in a child to adult perspective. *Journal of Applied Psychology*, 92, 1427-1436.
- Warren, D. (2003). Constructive and destructive deviance. *Academy of Management Review*, 28, 622-632.
- Ferris, D. L., Brown, D. J., Berry, J. W., & Lian, H. The development and validation of the workplace ostracism scale. *Journal of Applied Psychology*, 93, 1348-1366.
- Greenbaum, R. L., Mawritz, M. B., & Eissa, G. (in press). Bottom-line mentality as an antecedent of social undermining and the moderating roles of core self evaluations and conscientiousness. *Journal of Applied Psychology*.
- Herscovis, M. S. (2011). Incivility, social undermining, bullying...oh my!: A call to reconcile constructs within workplace aggression research. *Journal of Organizational Behavior*, 32, 499-519.
- Aquino, K., Grover, S. L., Bradfield, M., & Allen, D. G. (1999). The effects of negative affectivity, hierarchical status, and self-determination on workplace victimization. *Academy of Management Journal*, 42, 260-272.

Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology, 85*, 349-360.

Duffy, M. K., Ganster, D. C., Pagon, M. (2002). Social undermining in the workplace. *Academy of Management Journal, 45*, 331-351.

Griffin, R. W., & Lopez, Y. P. (2005). "Bad behavior" in organizations: A review and typology for future research. *Journal of Management, 31*, 988-1005.

Marcus, B., & Schuler, H. (2004). Antecedents of counterproductive behavior at work: A general perspective. *Journal of Applied Psychology, 89*, 647-660.

Robinson, S. L., & Bennett, R. J. (1995). A typology of deviant workplace behaviors: A multidimensional scaling study. *Academy of Management Journal, 38*, 555-572.

Robinson, S. & O'Leary-Kelly, A. (1998). Monkey see, monkey do: The influence of work groups on the antisocial behavior of employees. *Academy of Management Journal, 41*, 658-672.

WEEK 9 (3/17): Spring Break

WEEK 10 (3/24): Helping Behavior

Required Readings:

1. Bolino & Grant (2016). The bright side of being prosocial at work, and the dark side, too: A review and agenda for research on other-oriented motives, behavior, and impact in organizations. *Academy of Management Annals*.
2. Cain et al. (2014). Giving versus giving in. *Academy of Management Annals*.
3. Methot et al. (2020). Office chit-chat as a social ritual: The uplifting yet distracting effects of daily small talk at work. *AMJ*.
4. Sherf et al. (2020). Distinguishing voice and silence at work: Unique relationships with perceived impact, psychological safety, and burnout. *AMJ*.
5. Yam et al. (2016). From good soldiers to psychologically entitled: Examining when and why citizenship behavior leads to deviance. *AMJ*.

Supplemental Readings:

Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *Journal of Applied Psychology, 87*, 66-80.

Sirola & Pitesa (2016). Economic downturns undermine workplace helping by promoting a zero-sum construal of success. *AMJ*.

Bolino et al. (2012). A self-regulation approach to understanding citizenship behavior in organizations. *OBHDP*.

Klotz, A. C., & Bolino, M. C. (2013). Citizenship and counterproductive work behavior: A moral licensing view. *Academy of Management Review*, 2, 292-306.

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *JOM*, 26, 513-563.

Organ, D. W. (1990). The motivational basis of organizational citizenship behavior. *ROB*, 12, 43-72.

WEEK 11 (3/31): No Class

WEEK 12 (4/7): Affect/Emotions

Required Readings:

1. Barsade & O'Neill. (2014). What's love got to do with it? A longitudinal study of the culture of companionate love and employee and client outcomes in a long-term care setting. *ASQ*.
2. Fu et al. (2020). Anxiety responses to the unfolding COVID-19 crisis: Patterns of change in the experience of prolonged exposure to stressors. *JAP*.
3. Klein & Amis (2020). The dynamics of framing: Image, emotion, and the European migration crisis. *AMJ*.
4. Niedenthal, P. M., & Brauer, M. (2012). Social functionality of human emotion. *Annual Review of Psychology*.
5. Sessions et al. (2020). Do the hustle! Empowerment from side-hustles and its effects on full-time work performance. *AMJ*.

Supplemental Readings:

Staw, B., & Barsade, S. G. (1993). Affect and Managerial Performance: A Test of the Sadder-but-Wiser vs. Happier-and-Smarter Hypotheses. *ASQ*.

Toubiana & Zietsma (in press). The message is on the wall? Emotions, social media, and the dynamics of institutional complexity. *AMJ*.

Kish-Gephart, J., Detert, J. R., Trevino, L. K., Edmondson, A. C. (2009). Silenced by fear: The

nature, sources, and consequences of fear at work. *Research in Organizational Behavior*.

Smith-Crowe & Warren (2014). The emotion-evoked collective corruption model: The role of emotion in the spread of corruption within organizations. *Organization Science*.

Bechky, B. A. & Ohkuysen, G. A. (2011). Expecting the unexpected? How SWAT officers and film crews handle surprises. *AMJ*, 54, 239-261.

Frederickson, B. L. (2003). The value of positive emotions. *American Scientist*, 91.

Sutton, R. I. (1991). Maintaining organizational norms about expressed emotions: The case of bill collectors. *ASQ*, 36, 245-268.

George, J. M. (2011). Dual tuning: A minimum condition for understanding affect in organizations. *Organizational Psychology Review*, 1, 147-164.

Groth, M., Hennig-Thurau, T., & Walsh, G. (2009). Customer reactions to emotional labor: The roles of employee acting strategies and customer detection accuracy. *AMJ*, 52, 958-974.

Ashkanasy, N. M., & Humphrey, R. H. (2011). Current emotion research in organizational behavior. *Emotion Review*, 3, 214-224.

Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *ASQ*, 47, 644-675.

Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes, and consequences of affective experiences at work. *ROB*, 18, 1-74.

Wharton, A. S., & Erickson, R. J. (1993). Managing emotions on the job and at home: Understanding the consequences of multiple emotional roles. *AMR*, 18, 457-486.

Sutton, R. I., & Rafaeli, A. (1988). Untangling the relationship between displayed emotions and organizational sales: The case of convenience stores. *AMJ*, 31, 461-487.

Schachter, S., & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.

Gibson, D. E., & Calister, R. R. (2010). Anger in organizations: Review and integration. *JOM*, 36, 66-93.

WEEK 13 (4/14): Identity

Required Readings:

1. De Bloom et al. (2020). An identity-based integrative needs model of crafting: Crafting within and across life domains. *JAP*.

2. Burgess et al. (2020). Longing for the road not taken: The affective and behavioral consequences of forgone identity dwelling. *AMJ*.
3. Methot et al. (2017). Good citizen interrupted: Calibrating a temporal theory of citizenship behavior. *AMR*.
4. Piening et al. (2020). Standing together or falling apart? Understanding employees' response to organizational identity threats. *AMR*.
5. Rogers et al. (2016). Seeing more than orange: Organizational respect and positive identity transformation in a prison context. *ASQ*.

Supplemental:

Ashforth et al. (2016). "I identify with here," "I identify with him": Unpacking the dynamics of personal identification in organizations. *AMR*.

Koerner (2014). Courage as identity work: Accounts of workplace courage. *AMJ*.

Petriglieri. (2015). Co-creating relationship repair: Pathways to reconstructing destabilized organizational identification. *ASQ*.

Grant, A. M., Berg, J. M., & Cable, D. M. 2013. Job titles as identity badges: How self-reflective titles can reduce emotional exhaustion. Forthcoming in the *Academy of Management Journal*.

Ashforth, B.E., Rogers, K.M., & Corley, K.G. (2011). Identity in organizations: Exploring cross-level dynamics. *Organization Science*, 22, 1144-1156.

Leavitt, K., Reynolds, S. J., Barnes, C. M., Schlipzand, P., & Hannah, S. T. (2012). Different hats, different obligations: Plural occupational identities and situated moral judgments. *Academy of Management Journal*, 6, 1316-1333.

Mulder, L.B. & Aquino, K. Forthcoming. The role of moral identity in the aftermath of dishonesty. *Organizational Behavior and Human Decision Processes*.

Sluss, D.M., Ployhart, R.E., Cobb, M.G., & Ashforth, B.E. (2012). Generalizing newcomer's relational and organizational identifications: Processes and prototypicality. *Academy of Management Journal*, 55, 949-975.

LeBoeuf, R. A., Shafir, E., & Bayuk, J. B. (2010). The conflicting choices of alternating selves. *OBHDP*, 111, 48-61.

Swann, W. B., Hohnson, R. E., & Bosson, J. K. (2009). Identity negotiation at work. *ROB*.

Van Knippenberg, D., & Sleebos, E. (2006). Organizational identification versus organizational commitment: Self-definition, social exchange and job attitudes. *JOB*, 27, 571-584.

Kraimer, M. L., Shaffer, M. A., Harrison, D. A., Ren, H. (2012). No place like home? An identity strain perspective on repatriate turnover. *AMJ*.

Kreiner, G., Hollensbe, E. C., & Heep, M. L. (2006). Where is the “me” among the we? Identity work and the search for optimal balance. *AMJ*, 49, 1031-1057.

Ashforth, B. E., Harrison, S. H., & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management*, 34, 325-374.

Mayer, D. M., Aquino, K., Greenbaum, R. L., & Kuenzi, M. (2012). Who displays ethical leadership and why does it matter? An examination of antecedents and consequences of ethical leadership. *Academy of Management Journal*.

Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *AMR*, 14, 20-39.

Ashforth, B. E., Kreiner, G. E., Clark, M. A., & Fugate, M. (2007). Normalizing dirty work. *AMJ*, 49, 1031-1057.

Hogg, M. A., & Terry, D. J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25, 121-140.

Trajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.). *Psychology of intergroup relations* (pp. 7-24). Chicago: Nelson-Hall.

WEEK 14 (4/21): Teams and Groups

Required Readings:

1. Joshi & Knight (2015). Who differs to whom and why? Dual pathways linking demographic differences in dyadic deference to team effectiveness. *AMJ*.
2. Chattopadhyay et al. (2020). Geographical dissimilarity and team member influence: Do emotions experience in the initial team meeting matter? *AMJ*.
3. Min et al. (2020). Dealing with new members: Team members' reactions to newcomer's attractiveness and sex. *JAP*.
4. Shim et al. (2020). The impact of leader eye gaze on disparity in member influence: Implications for process and performance in diverse groups. *AMJ*.
5. Stuart & Moore (2016). Shady characters: The implications of illicit organizational roles for resilient team performance. *AMJ*.

Supplemental:

Tost et al. (2013). When power makes others speechless. The negative impact of leader power on team performance. *AMJ*.

Maloney et al. (2016). Contextualization and context theorizing in teams research: A look back and a path forward. *Academy of Management Annals*.

Maruping et al. (2015). Folding under pressure or rising to the occasion? Perceived time pressure and the moderating role of team temporal leadership. *AMJ*.

Aime et al. (in press). The riddle of heterarchy: Power transitions in cross-functional teams. *AMJ*.

DeChurch, L. A., & Mesmer-Magnus, J. R. (2010). The cognitive underpinnings of effective teamwork: A meta-analysis. *JAP*, 95, 32-53.

Humphrey, S. E., & Aime, F. Team microdynamics: Towards an organizing approach to teamwork. *AOM Annals*.

Joshi, A. (in press). By whom and when is expertise recognized? The interactive effects of gender and education in science and engineering teams. *ASQ*.

Randall, R. R., Resick, C. J., DeChurch, L. A. (2011). Building team adaptive capacity: The roles of sensegiving and team composition. *JAP*, 96, 525-540.

Mathieu, J. E., Tannenbaum, S. I., Donsbach J. S., & Alliger, G. M. (2014). A review and integration of team composition models: Moving toward a dynamic and temporal framework *JOM*, 40, 130-160.

Korsgaard, M. A., Jeong, S. S., Mahony, D. M., & Pitariu, A. H. (2008). A multilevel view of intragroup conflict. *JOM*, 34, 1222-1252.

Bunderson, J. S. (2003). Recognizing and utilizing expertise in work groups: A status characteristics perspective. *ASQ*, 48, 557-591.

Humphrey, S. E., et al. (2009). Developing a theory of the strategic core of teams. *JAP*, 94.

Ilgén, D. R., Hollenbeck, J. R., Johnson, M. D., & Jandt, D. (2005). Teams in organizations: From input-process-output models to IMO models. *ARP*, 56, 517-543.

Marks, M. A., et al. (2001). A temporally-based framework and taxonomy of team processes. *Academy of Management Review*, 26, 356-376.

Randall, K. R., Resick, C. J., & DeChurch, L. A. (2011). Building team adaptive capacity: The roles of sensegiving and team composition. *JAP*, 96, 525-540.

Summers, J. K., Humphrey, S. E., & Ferris, G. R. (2012). Team member change, flux in coordination, and performance: Effects of strategic core roles, information transfer, and cognitive ability. *AMJ*.

Van Kleef, G. A., Homan, A. C., Beersma, B., Van Knippenberg, D., Van Knippenberg, B., & Damen, F. (2009). Searing sentiment or cold calculation? The effects of leader emotional displays on team performance depend on follower epistemic motivation. *AMJ*, 52, 562.

Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *JOM*, 34, 410-476

Barker, J. R. (1993). Tightening the iron cage: Concertive control in self-managing teams. *ASQ*, 38, 408-437.

Bell, S. T. (2007). Deep-level composition variables as predictors of team performance: A meta-analysis. *JAP*, 92, 595-615.

Hackman, J. R. (1987). The design of work teams. *Handbook of organizational behavior*.

Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *ASQ*, 40, 256-282

Mohammed, S., Ferzandi, L., & Hamilton, K. (2010). Metaphor no more: A 15-year review of the team mental model construct. *JOM*, 36, 876-910.

Stajkovic, A. D., Lee, D., & Nyberg, A. J. (2009). Collective efficacy, group potency, and group performance: Meta-analyses of their relationships, and test of a mediation model. *JAP*, 94, 814-828.

Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *JOM*, 36, 5-39.

Wageman, R. (1995). Interdependence and group effectiveness. *ASQ*, 40, 145-180.

WEEK 15 (4/28): Presentations

WEEK 16 (5/5): Reading Day

WEEK 17 (5/12): Final Exam

OTHER TOPICS TO KNOW:

Cognition:

Gioia, D., & Poole, P. P. (1984). Scripts in organizational behavior. *AMR*, 9, 449-459.

Hodgkinson, G. P. & Healey, M. P. (2007). Cognition in organizations. *ARP*, 59.

Gioia, D. (1992). Pinto fires and personal ethics: A script analysis of missed opportunities. *Journal of Business Ethics*, 11, 379-389.

Ilggen, D. R., Major, D. A., & Tower, S. L. (1994). The cognitive revolution in organizational behavior. In J. Greenberg (Ed.). *Organizational behavior: The state of the science*. Mahwah, NJ: Erlbaum.

Lord, R.G., & Foti, R. (1986). Schema theories, information processing and organizational behavior. In Sims, H. P., & Gioia, D.A. (Eds.), *The thinking organization*. San Francisco: Jossey Bass.

Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational management. *AMR*, 14, 361-384.

Decision Making:

Dane, E., & Pratt, M. (2007). Exploring intuition and its role in managerial decision making. *AMR*, 32, 33-54.

Moore, D.A., & Flynn, F. J. (2008). The case for behavioral decision research in organizational behavior. *AoM Annals*. 2, 399-431.

Sleesman, D. J., Conlon, D. E., McNamara, G., & Miles, J. E. (2012). Cleaning up the big muddy: A meta-analytic review of the determinants of escalation of commitment. *AMJ*.

Weber, E. U., & Johnson, E. J. (2009). Mindful judgment and decision making. *ARP*, 60, 53-85.

Bazerman, M. H. (2003). Common biases. In B. Staw (Ed.), *Psychological dimensions of organizational behavior*.

Kuhberger, A. (1998). The influence of framing on risky decisions: A meta-analysis. *OBHDP*, 75, 23-55.

Lord, R. G., & Maher, K. J. (1990). Alternative information processing models and their implications for theory, research, and practice. *AMR*, 15, 9-28.

Kahneman, D., & Tversky, A. (1984). Choices, values, and frames. *American psychologist*, 39, 341-350.

Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47, 263-291.

Tversky, A. & Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science*, 211(4481), 453-458.

Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185, 1124-1131.

Ross, J., & Staw, B. M. (1993). Organizational escalation and exit: Lessons from the Shoreham Nuclear Power Plant. *AMJ*, 36, 701-732.

Brockner, J. (1992). The escalation of commitment to a failing course of action: Toward theoretical progress. *AMR*, 17, 39-61.

Staw, B. M., & Ross, J. (1987). Understanding escalation situations: Antecedents, prototypes and solutions. *ROB*, 9, 39-78.

Ross, J., & Staw, B. M. (1986). Expo 86: An escalation prototype. *ASQ*, 31, 274-297.

Esser, J. K. (1998). Alive and well after 25 years: A review of groupthink research. *OBHDP*, 73, 116-141.

Motivation

Barrick et al. (2013). The theory of purposeful work behavior: The role of personality, higher-order goals, and job characteristics. *AMJ*.

Burnette et al. (in press). Mindsets matter: A meta-analytic review of implicit theories and self-regulation. *Psychological Bulletin*.

Cerasoli et al. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin*.

Christian et al. (2015). Dynamic associations among somatic complaints, human energy, and discretionary behaviors: Experiences with pain fluctuations at work. *Administrative Sciences Quarterly*.

Menges et al. (in press). When job performance is all relative: How family motivation energizes effort and compensates for intrinsic motivation. *AMJ*.

Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job attitudes. *Annual Review of Psychology*, 63, 341-367.

Latham, G. P., & Pinder, C. C. (2005). Work motivation theory and research at the dawn of the

21st century. *ARP*, 56, 485-516.

Ordoñez et al. (2009). Goals gone wild. The systematic side effects of overprescribing goal setting. *AMP*.

Locke, E., & Latham, G. P. (2009). Has goal setting gone wild, or have its attackers abandoned good scholarship. *AMP*.

Ordoñez et al. (2009). On good scholarship, goal setting, and scholars gone wild. *AMP*.

Steel, P., & Konig, C. (2006). Integrating theories of motivation. *AMR*, 31, 889-913.

Meyer, J. P., Becker, T. E., & Vandenberghe, C. (2004). Employee commitment and motivation: A conceptual analysis and integrative model. *JAP*, 89.

Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents and correlates and consequences of organizational commitment. *Psychological Bulletin*, 108, 171-194.

Becker, T. E. (1992). Foci and bases of commitment: Are the distinctions worth making? *AMJ*, 35, 232-244.

Mayer, R. C., & Schoorman, F. D. (1992). Predicting participation and production outcomes through a two-dimensional model of organizational commitment. *AMJ*, 35, 671-684.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Tolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61, 20-52.

Grant, A. M., Fried, Y., & Juillerat, T. (2011). Work matters: Job design in classic and contemporary perspectives. *APA Handbook of Industrial and Organizational Psychology*.

Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *AMJ*, 49, 305-325.

Schweitzer, M. E., Ordoñez, L. & Douma, B. (2004). Goal setting as a motivator of unethical behavior. *AMJ*, 47, 422-432.

Ajzen, I. (1991). The theory of planned behavior. *OBHDP*, 50, 179-211.

Dijksterhuis, A., & Aarts, H. (2010). Goals, attention, and (un)consciousness. *Annual Review of Psychology*, 61, 467-90.

Grant, A. M., & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. *Journal of Personality and Social Psychology*, 98, 946-955.

Ryan, R. M., & Deci, E. L. (2000). Self determination theory and the facilitation of intrinsic motivation, social development, and well being. *American Psychologist*, 68-78.

Ambrose, M. L., & Kulik, C. T. (1999). Old friends, new faces: Motivation research in the 1990s. *JOM*, 25, 231-292.

Podsakoff, P. M., Bommer, W. H., Podsakoff, N., & MacKenzie, S. B. (2006). Relationships between leader reward and punishment behavior and subordinate attitudes, perceptions, and behaviors: A meta-analytic review. *OBHDP*, 99, 113-142.

Jenkins, G. D., Mitra, A., Gupta, N., & Shaw, J. D. (1998). Are financial incentives related to performance? A meta-analytic review of empirical research. *JAP*, 83, 777-787.

Kerr, S. (1975). On the Folly of Rewarding A, While Hoping for B. *Academy of Management Journal*, 18, 769-783

Porath, C. L., & Bateman, T. S. (2006). Self-regulation: From goal orientation to job performance. *JAP*, 91, 185-192.

Locke, E. A., & Latham, G. P. (2004). What should we do about motivation theory? Six recommendations for the twenty-first century. *AMR*, 29, 388-403.

Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124, 240-261.

Gist, M., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *AMR*, 17, 183-211.

Gist, M. (1987). Self-efficacy. *AMR*, 12, 472-485.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.

Organizational Justice

Colquitt, J. A., Greenberg, J., & Zapata-Phelan, C. (2005). What is organizational justice? A historical overview. Chapter 1 in Greenberg & Colquitt. *Handbook of organizational justice* (pp. 3-56). Erlbaum.

I have a copy that I can share with the class.

Colquitt, J. A., LePine, J. A., Piccolo, R. F., & Zapata, C. P. Explaining the justice-performance relationship: Trust as exchange deepener or trust as uncertainty reducer? *Journal of Applied Psychology*.

Colquitt, J. A., Scott, B. A., Rodell, J. B., Long, D. M., Zapata, C. P., Conlon, D. E., & Wesson,

- M. J. (2013). Justice at the millennium, a decade later: A meta-analytic test of social exchange and affect-based perspectives. *Journal of Applied Psychology, 2*, 199-236.
- Dulebohn, J. H., Conlon, D. E., Sarinopoulos, I., Davison, R. B., & McNamara, G. (2009). The biological bases of unfairness: Neuroimaging evidence for the distinctiveness of procedural and distributive justice. *Organizational Behavior and Human Decision Processes, 110*, 140-151.
- Margolis, J. D., & Molinsky, B. (2008). Navigating the bind of necessary evils: Psychological engagement and the production of interpersonally sensitive behavior. *Academy of Management*.
- Mayer, D. M., Greenbaum, R. L., Kuenzi, M. & Shteynberg, G. (2009). When do fair procedures not matter: A test of the identity violation effect. *Journal of Applied Psychology, 94*, 142-161.
- Ambrose, M. L., & Schminke, M. (2009). The role of overall justice judgments in organizational justice research: A test of mediation. *Journal of Applied Psychology, 94*, 491-500.
- Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology, 86*, 386-400.
- Tyler, T. R. (2006). Psychological perspectives on legitimacy and legitimation. *Annual Review of Psychology, 57*, 375-400.
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of justice research. *Journal of Applied Psychology, 86*, 425-445.
- Bies, R. J. & Moag, J. F. (1986). Interactional justice: Communication criteria of fairness. In R. J. Lewicki, B. H. Sheppard, & M. H. Bazerman (Eds.), *Research on negotiations in organizations* (pp. 43-55). JAI Press.
- Brockner, J. & Wiesenfeld, B. (1996). An integrative framework for explaining reactions to decisions: The interactive effects of outcomes and procedures. *Psychological Bulletin, 120*, 189-208.
- Cohen-Charash, Y., & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. *Organizational Behavior and Human Decision Processes, 86*, 278-321.
- Greenberg, J. (1990). Organizational justice: Yesterday, today, and tomorrow. *Journal of Management, 16*, 399-432.
- Greenberg, J. (1987). A taxonomy of organizational justice theories. *Academy of Management Review, 12*, 9-22.
- Greenberg, J. (1993). Stealing in the name of justice: Informational and interpersonal moderators of theft reactions to underpayment inequity. *Organizational Behavior and Human Decision Processes, 54*, 81-104.

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