

Organizational Behavior

课程编号：02813110

授课对象：研究生

学 分：2

任课教师：任润&王辉

课程类型：方向必修

开课学期：2013 年秋

先修课程：None

任课教师联系方式：

Dr. Run REN renr@gsm.pku.edu.cn 6275-6239, Room 344 (Guanghua No. 2 Building)	Dr. Hui WANG wanghui@gsm.pku.edu.cn 6275-3645, Room 452 (Guanghua No. 2 Building)
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辅导、答疑时间：By appointment

一、项目培养目标

学习目标 1 系统掌握从事学术研究所需要的专业知识及理论。

具体目标 1、系统掌握本学科基础知识及基本理论

具体目标 2、掌握本学科前沿知识和理论、具有足够的相关领域的知识

具体目标 3、熟练掌握本学科的研究方法

学习目标 2 具有从事创新性研究的能力；能够撰写并发表高质量的毕业论文和学术论文

具体目标 1、撰写高质量的毕业论文和学术论文

具体目标 2、具有高水平的分析能力和批判思维能力，能够创造性地解决问题

学习目标 3 具有宽阔的国际视野，能够与国际学者进行交流、合作的能力。

具体目标 1、具有优秀的口头交流和文字交流能力

具体目标 2、能够熟练地运用至少一门外语进行学术交流与沟通

学习目标 4 了解学术伦理，具有强烈的社会责任感、关注社会问题

具体目标 1、了解社会责任感的重要性

具体目标 2、了解学术生涯中的学术道德问题

具体目标 3、关注现实社会问题

二、课程概述

This course provides a doctoral-level overview of micro-level research and theory in organizational behavior. The course will be a collaborative effort of all the participants, orchestrated by the instructor. Each student is expected to be extensively involved in class discussion, and to bring your understanding of the readings. You are also encouraged to connect

with other concepts and ideas from the literature. If you run into an article that you think is particularly good and relevant, please bring it to us so that we can incorporate it into the readings.

三、课程目标（包括学生所提高的技能要求）

This course is one of the first doctoral-level seminars to students. Thus, it targets at a number of objectives:

1. You are expected to establish your mentality about scientific discovery, the career as a scholar, as well as facts about academia.
2. You will be actively involved in learning some most fundamental and important topics in micro-OB.
3. You are expected to develop your sense of academic inquiry in this field.

四、内容提要及学时分配

Week	Date	Topic	Note
1	09/10	Introduction	
2	09/17	What is OB? Scientific Inquiry and Theory Development	
3	09/24	Individual Differences at Work: Personality, Attitudes, & Emotions	
4	10/01	Break! National Holiday.	
5	10/08	Motivation: Expectancy and Goal-setting Theory	
6	10/15	Organizational Justice	First short article due
7	10/22	“Undesirable” Work Behaviors	
8	10/29	Leadership	
9	11/5	Publishing and Presentation of Research Products	Second short article due
10	11/12	Multilevel Research on OB	Discussion of research ideas
11	11/26	Final Presentation	Final paper due on Dec. 21, 2013

Note: The content is subject to change.

Reading List (see Appendix)

Below you can find the reading list for each session. The “Required” readings should be read by everyone before the class, and will be presented by a student (one paper per student). The “Recommended” readings are not required for this course. But they can comprehensively enhance your understanding, or provide “quick” (fast and loose) or additional information. You are encouraged to read them if your time allows, or you can consider to read them later.

For all the readings, you can get electronic copies, and print out on your own. In addition, most of the readings listed on this syllabus are available online from PKU library.

五、教学方式

This is a doctoral seminar and thus requires active participation for all students.

On a weekly basis, each student is expected to:

1. Read all required readings;
2. Present a one-page “ticket” that summarizes a paper of your choice AND summarizes your thinking, concerns, questions to discuss, or ideas about future research. This summary is due by Sunday noon (email);
3. Present an article once every other week (depending on enrollment).

For the whole semester/course, each student is expected to:

1. Complete two short articles, each about a research idea worth being investigated, with about 2-page long, double spaced;
2. Complete a comprehensive research article that includes motivation, theory development, hypotheses, and, ideally, research methods. It should be on any topic related to the course material. It can be conceptual or empirically oriented and must make new contribution to the field that goes beyond the current literature. It should resemble a journal article (e.g., AMJ, JAP, etc.) as much as possible. I encourage you to discuss and work with your research mentor to develop and write the paper. It can be the elaboration of one of the two short articles you have submitted. It should be written in professional format (AMJ or APA), with about 15-20 pages including everything, Times New Roman, 12 size, and double spaced.

六、教学过程中 IT 工具等技术手段的应用

Presentations may be facilitated with PPT.

七、教材

Selected journal articles, book chapters, and other reading materials.

八、参考书目

Miner, J. B. (2002). *Organizational behavior: Foundations, theories, and analyses*. New York: Oxford University Press.

陈晓萍, 徐淑英, & 樊景立 (Eds.). (2008). *组织与管理研究的实证方法*. 北京: 北京大学出版社.

九、教学辅助材料, 如 CD、录影等

Not applicable.

十、课程学习要求及课堂纪律规范

All students are expected to be actively engaged in the learning process. No participation in class discussion will be a sufficient cause for a student to fail the course.

十一、学生成绩评定办法 (需详细说明评估学生学习效果的方法)

The grades are composed of five parts as below:

Presentation of readings	20%
Tickets and class discussions	20%
Short papers (two)	20% (10% each)
Research paper and presentation	40%

Some Journal Abbreviations

AME: Academy of Management Executive	JAP: Journal of Applied Psychology
AMJ: Academy of Management Journal	JOB: Journal of Organizational Behavior
AMR: Academy of Management Review	Psych Bull: Psychological Bulletin
ASQ: Administrative Science Quarterly	OBHDP: Organizational Behavior & Human Decision Processes
MOR: Management and Organization Review	JPSP: Journal of Personality and Social Psychology

Appendix: Reading List (Temporary)

Week 1 (9/10). Introduction

No prior reading required. However, the following articles can help you understand the lecture and points to be discussed.

Recommended:

- Bedeian, A. G. (1996). Lessons learned along the way: Twelve suggestions for optimizing career success. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 3-9). Thousand Oaks, CA: Sage.
- Huff, A. S. (1996). Professional and personal life. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 429-434). Thousand Oaks, CA: Sage.
- Jordan, C. H. & Zanna, M. P. (1999). How to read a journal article in social psychology, in R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.
- 约翰·达利, 马克·扎纳 & 亨利·罗迪格(III)(Eds.), *规则与潜规则: 学术界的生存智慧* (2 ed.). 北京: 北京大学出版社.
- 肖鹰 (2008). 教授岂可“做回畜生”. *中华读书报*, 2008年2月20日第3版.

Week 2 (9/17). What is OB? Scientific inquiry and theory development

Required:

- Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. *Academy of Management Journal*, 50, 1281-1303.
- Porter, L.W. (1996). Forty years of organizational studies: Reflections from a micro perspective. *Administrative Science Quarterly*, 41, 262-269.
- Sutton, R.L., & Staw, B.M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.
- Whetten, D. (1989). What constitutes a theoretical contribution? *Academy of Management Review*, 14, 490-495.

Recommended:

1. O'Reilly, C. 1991. Organizational behavior: Where we have been, where we're going. *Annual Review of Psychology*, Vol.42: 427-458.
 2. Mowday, R. & Sutton, R. I. 1993. Organizational behavior: Linking individuals and groups to organizational contexts. *Annual Review of Psychology*, 44: 195-229.
 3. Rousseau, D.M. 1997. Organizational behavior in the new organizational era. *Annual Review of Psychology*, 48: 515-546.
 4. Tsui, A. S. 2006. Contextualization in Chinese management research. *MOR*, 2: 1-13.
- 陈晓萍 (2008). 研究的起点: 提问. In 陈晓萍, 徐淑英 & 樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 35-59). 北京: 北京大学出版社.
- 徐淑英, & 欧怡 (2008). 科学过程与研究设计. In 陈晓萍, 徐淑英 & 樊景立 (Eds.), *组织*

与管理研究的实证方法 (pp. 13-34). 北京: 北京大学出版社.
张燕, & 李海洋 (2008). 发表中国管理研究论文的挑战. In 陈晓萍, 徐淑英 & 樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 441-454). 北京: 北京大学出版社.

Week 3 (9/24). Individual Differences at Work: Personality, Attitudes, & Emotions

Required:

- Barrick, M. R., & Mount, M. (1991). The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychology, 44*, 1-26.
- Brief, A. & Weiss, H. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology, 53*: 279-307.
- Ganzach, Y. (1998). Intelligence and job satisfaction. *Academy of Management Journal, 41*, 526-539.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin, 108*, 171-194.

Recommended:

- Davis-Blake, A., & Pfeffer, J. (1989). Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review, 14*, 385-400.
- House, R. J., Shane, S. A., & Herold, D. M. (1996). Rumors of the death of dispositional research are vastly exaggerated. *Academy of Management Review, 21*, 203-224.
- Meyer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review, 20*, 709-734.
- Meyer, J., & Allen, N. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*, 61-89.
- Schleicher, D. J., Watt, J. D., & Greguras, G. J. (2004). Reexamining the job satisfaction-performance relationship: The complexity of attitudes. *Journal of Applied Psychology, 89*, 165-177.
- Staw, B. M., & Cohen-Charash, Y. (2005). The dispositional approach to job satisfaction: More than a mirage, but not yet an oasis. *Journal of Organizational Behavior, 26*, 59-78.

Week 4 (10/01) National Holiday-Independence Day

Week 5 (10/08). Motivation: Expectancy and Goal-setting Theory

Required:

- Latham, G. P., & Locke, E. A. (1991). Self-regulation through goal setting. *Organizational Behavior and Human Decision Processes, 50*, 212-247.
- Latham, G. P., & Locke, E. A. (2006). Enhancing the benefits and overcoming the pitfalls of goal setting. *Organizational Dynamics, 35*, 332-340.
- Eerde, W., & Thierry, H. 1996. Vroom's expectancy models and work-related criteria: A meta-analysis. *Journal of Applied Psychology, 81*: 575-586.
- Latham, G. P., & Pinder, C. C. (2005). Work motivation theory and research at the dawn of the twenty-first century. *Annual Review of Psychology, 56*, 485-516.

Recommended:

- Ambrose, M. L., & Kulik, C. T. (1999). Old friends, new faces: Motivation research in the 1990s. *Journal of Management*, 25, 231-292.
- Deci, E., Koestner, R., & Ryan, R. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125, 627-668.
- Locke, E. A., & Latham, G. P. (2004). What should we do about motivation theory? Six recommendations for the 21st century. *Academy of Management Review*, 29, 388-403.

Week 6 (10/15). Organizational Justice**Required:**

- Blau, P. M. (1964). *Exchange and power in social life*. New York: John Wiley & Sons. (Chapter 4: Social exchange, pp. 88-114).
- Chen, C. (1995). New trends in reward allocation preferences: A Sino-US comparison. *Academy of Management Journal*, 38, 408-426.
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. G. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86: 425-445.
- 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, 81-103.

Recommended:

- Brockner, J., Fishman, A. Y., Reb, J., Goldman, B., Spiegel, S., & Garden, C. 2007. Procedural Fairness, Outcome Favorability, and Judgments of an Authority's Responsibility. *Journal of Applied Psychology*, 92: 1657-1671.
- Colquitt, J. A. 2001. On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86: 386-400.
- Masterson, S. S., Lewis, K., Goldman, B. M., & Taylor, M. S. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment on work relationships. *Academy of Management Journal*, 43, 738-748.
- McFarlin & Sweeney. 1992. Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. *Academy of Management Journal*, 35: 626-637.
- Scott, B. A., Colquitt, J. A., Zapata-Phelan, C. P. (2007). Justice as a Dependent Variable: Subordinate Charisma as a Predictor of Interpersonal and Informational Justice Perceptions. *Journal of Applied Psychology*, 92, 1597-1609.

Week 7 (10/22). "Undesirable" Work Behaviors**Required:**

- Dalal, R. S. (2005). A meta-analysis of the relationship between organizational citizenship behavior and counterproductive work behavior. *Journal of Applied Psychology*, 90, 1241-1255.
- Skarlicki, D. P. & Folger, R. (1997). Retaliation in the workplace: The role of distributive, procedural, and interactional justice. *Journal of Applied Psychology*, 82, 434-443.
- Umphress, E. E.; Bingham, J. B.; Mitchell, M. S. (2010). Unethical behavior in the name of the company: The moderating effect of organizational identification and positive reciprocity

beliefs on unethical pro-organizational behavior. *Journal of Applied Psychology*, 95, 769-780.

Van Dyne, L., Cummings, L. L., & McLean Parks, J. (1995). Extra-role behaviors: In pursuit of construct and definitional clarity (a bridge over muddied waters). In L.L. Cummings and B.M. Staw (Eds), *Research in Organizational Behavior*, (pp. 215-285). San Francisco, CA: JAI Press.

Recommended:

Farh, J. L., Earley, P. C., & Lin, S. C. (1997). Impetus for action: A cultural analysis of justice and organizational citizenship behavior in Chinese society. *Administrative Science Quarterly*, 42, 421-444.

Greenberg, J. (1990). Employee theft as a reaction to underpayment inequality: The hidden costs of pay cuts. *Journal of Applied Psychology*, 75, 561-568.

Kramer, R.M. (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions. *Annual Review of Psychology*, 50, 569-598.

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

Organ, D.W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, 48, 775-802.

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

Week 8 (10/29). Leadership

Required:

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 60, 421-449.

House, R. J. (1971). A path goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-339.

House, R. J., Spangler, W. D., & Woycke, J. (1991). Personality and charisma in the U.S. presidency: A psychological theory of leader effectiveness. *Administrative Science Quarterly*, 36, 364-396.

Schriesheim, C. A., Castro, S. & Cogliser, C.C. 1999. Leader-member exchange (LMX) research: A comprehensive review of theory, measurement and data-analytic practices. *Leadership Quarterly*, 10, 3-113.

Recommended:

Judge, T., Colbert, A. & Ilies, R. 2004. Intelligence and leadership: A quantitative review and test of theoretical propositions. *Journal of Applied Psychology*, 89(3): 542-552.

Liden, R. C., & Graen, G. B. (1980). Generalizability of the vertical dyad linkage model of leadership. *Academy of Management Journal*, 23, 451-465.

Sparrowe, R. T., & Liden, R. C. (1997). Process and structure in leader-member exchange. *Academy of Management Review*, 22, 522-552.

Sy, T.; Côté, S.; Saavedra, R. 2005. The Contagious Leader: Impact of the Leader's Mood on the

Mood of Group Members, Group Affective Tone, and Group Processes. *Journal of Applied Psychology*, 90(2), 295-305.

Waldman, D. A., Ramirez, G. G., House, R. J., & Puranam, P. (2001). Does leadership matter? CEO leadership attributes and profitability under conditions of perceived environmental uncertainty. *Academy of Management Journal*, 44, 134-143.

Week 9 (11/05). Publishing and Presentation of Research Products

Required:

Academy of Management Journal. 2008. Style guide for authors.

Academy of Management Journal. 2008. Guidelines for reviewers.

Alley, M. (1996). *The craft of scientific writing* (3 ed.). New York: Springer. (Chapter 5: Language: Being clear, pp. 83-96; Chapter 6: Language: Being forthright, pp. 97-109; Chapter 7: Language: Being familiar, pp. 110-118; Chapter 8: Language: Being concise, pp. 119-127.)

Ashford, S. J. (1996). The publishing process: The struggle for meaning. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 119-127). Thousand Oaks, CA: Sage.

Bem, D. J. (2002). Writing the empirical journal article. In J. M. Darley, M. P. Zanna & H. L. Roediger, III (Eds.), *The compleat academic: A career guide* (pp. 185-220). Washington, DC: American Psychological Association.

Davis, M. (1997). *Scientific papers and presentations*. San Diego, CA: Academic Press. (Chapter 15: Visual aids to communication, pp. 147-156; Chapter 16: The slide presentation, pp. 157-171.)

Recommended:

Bem, D. J. (1995). Writing a review article for Psychological Bulletin. *Psychological Bulletin*, 118(2), 172-177.

Daft, R. L. (1995). Why I recommend that your manuscript be rejected and what you can do about it. In L. L. Cummings & P. J. Frost (Eds.), *Publishing in the organizational sciences* (pp. 164-182). Thousand Oaks, CA: Sage.

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

Johanson, L. M. (2007). Sitting in your reader's chair: Attending to your academic sensemakers. *Journal of Management Inquiry*, 16, 290-295.

Publication manual of the American Psychological Association. 4th ed. Washington, DC : American Psychological Association, 1994. Chapters 1 and 2.

达里尔·贝姆 (2008). 撰写与发表论文 (卢. 等, Trans.). In 约翰·达利, 马克·扎纳 & 亨利·罗迪格 (III) (Eds.), *规则与潜规则: 学术界的生存智慧* (2 ed., pp. 131-151). 北京: 北京大学出版社.

陈晓萍 (2008). 一篇论文的经历: 从问题的提出到文章的发表. In 陈晓萍, 徐淑英 & 樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 426-440). 北京: 北京大学出版社.

国家技术监督局 (1987). 科学技术报告、学位论文和学术论文的编写格式 (GB 7713-87). 北京.

国家技术监督局 (1995). 出版物上数字用法的规定 (GB/T 15835-1995). 北京.

徐淑英 (2008). 管理研究论文写作和审阅的过程. In 陈晓萍, 徐淑英 & 樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 411-425). 北京: 北京大学出版社.

徐淑英 (2008). 如何在一流期刊上发表管理学研究论文? . In 陈晓萍, 徐淑英 & 樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 1-9). 北京: 北京大学出版社.

Week 10 (11/12). Multilevel Research on OB

Required:

Dansereau, F., Yammarino, F.J., & Kohles, J.C. 1999. Multiple level of analysis from a longitudinal perspective: Some implications for theory building. *AMR*, 24: 346-357.

Erdogan, B., & Enders, J. 2007. Support from the top: Supervisors' perceived organizational support as a moderator of leader-member exchange to satisfaction and performance relationship. *JAP*, 92: 321-330.

Hofmann, D. A., Griffin, M. A., & Gavin, M. B. (2000). The application of hierarchical linear modeling to organizational research. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research and methods in organizations: Foundations, extensions, and new directions* (pp. 467-511). San Francisco: Jossey-Bass.

Waldman, D. A., & Yammarino, F. J. (1999). CEO charismatic leadership: Levels-of-management and levels-of-analysis effects. *Academy of Management Review*, 24, 266-285.

Recommended:

George, J. M. (1990). Personality, affect, and behavior in groups. *Journal of Applied Psychology*, 75, 107-116.

George, J. M., & James, L. R. (1993). Personality, affect, and behavior in groups revisited: Comment on aggregation, levels of analysis, and a recent application of within and between analysis. *Journal of Applied Psychology*, 78, 798-804.

Yammarino, F. J., & Markham, S. E. (1992). On the application of within and between analysis: Are absence and affect really group-based phenomena? *Journal of Applied Psychology*, 77, 168-176.

廖卉, & 庄媛嘉 (2008). 多层次理论模型的建立及研究方法. In 陈晓萍, 徐淑英 & 樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 332-357). 北京: 北京大学出版社.

Week 11 (11/26). Final Presentation

Each student will have 15 minutes to present own proposals, followed by Q&A. Please rehearse a few times to make sure that you can make your points VERY clear in the time given.